DOCUMENT RESUME

ED 396 972 SO 025 202

AUTHOR Blankenship, Glen; Tinkler, D. William
TITLE The Geography of Germany, Lessons for Teaching the Five Themes of Geography. Social Studies Grades 9-12. Update 1994.
INSTITUTION Goethe House, New York, N.Y.; Inter Nationes, Bonn (Germany).
PUB DATE 94
NOTE 100p.; For related item, see SO 025 163.
AVAILABLE FROM American Association of Teachers of German (AATG), 112 Haddontowne Court, Cherry Hill, NJ 08034 (single copies at cost price); Goethe House New York, 1014 Fifth Avenue, New York, NY 10028 (free sets of materials for inservice training).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Area Studies; *Curriculum Guides; Foreign Countries; Geographic Concepts; *Geographic Location; *Geographic Regions; Geography; *Geography Instruction; *Instructional Materials; Physical Divisions (Geographic); Physical Geography; Resource Materials; Resource Units; *World Geography
IDENTIFIERS *Germany

ABSTRACT

These lessons, designed for high school classrooms, focus on the country of Germany in teaching the five themes of geography (location, place, human-environment interaction, movement, and region). The lessons can be used individually via integration into the curriculum or collectively used as a complete stand-alone unit. The lessons are desigend to support the teaching of courses in World Geography, U.S. Government/Civics, and Economics from a comparative United States/Germany perspective. Each lesson begins with an outline for teaching that includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. Lessons include: (1) "Location of Germany on the Earth's Surface"; (2) "Physical and Human Characteristics of Germany"; (3) "The Interaction of the German People and Their Environment"; (4) "Cultural Diversity in Germany"; and (5) "German Unification and Regional Changes." (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

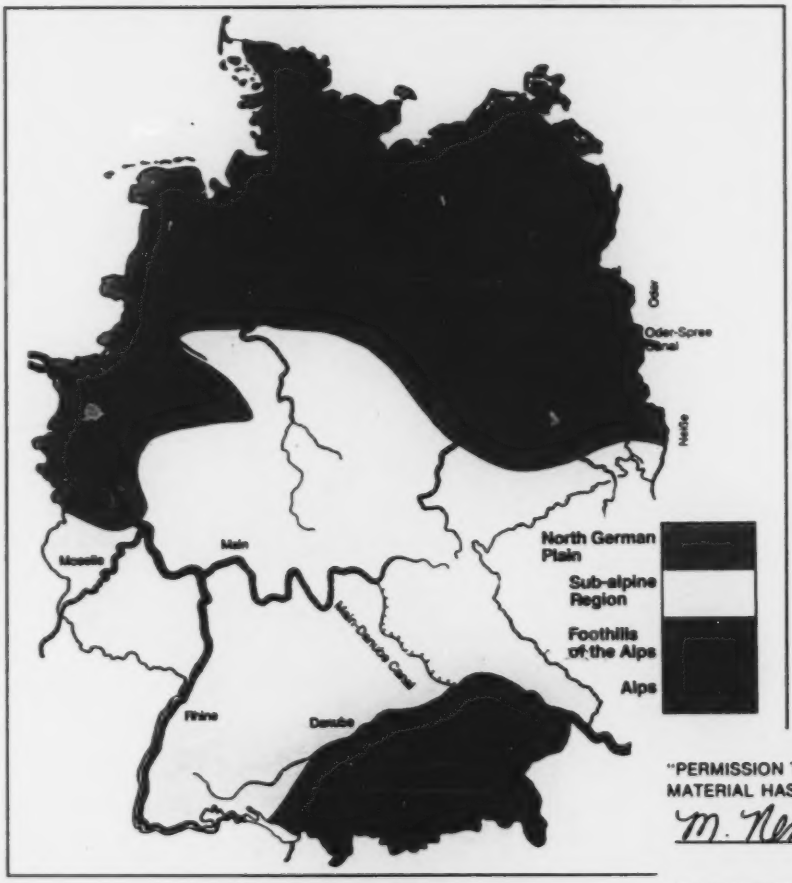
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 396 972

Update 1994

THE GEOGRAPHY OF GERMANY

Lessons for Teaching the Five Themes of Geography



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Nentwich
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 025202

SOCIAL STUDIES

GRADES 9–12

NTER NATIONES

BEST COPY AVAILABLE

The Geography of Germany

Lessons for Teaching the Five Themes of Geography

Social Studies Lessons
Written and Developed by
Glen Blankenship
D. William Tinkler

Glen Blankenship, co-author of the lessons, is Social Studies Coordinator for the Georgia Department of Education and the former Instruction Coordinator of Social Studies for the Gwinnett County, Georgia, Public Schools. In addition to his work in the field of curriculum development and teacher education, Dr. Blankenship is a frequent presenter to civic and educational organizations across the nation. Dr. Blankenship earned his B.A. and M.Ed. in Political Science from Georgia State University, and a Ph. D. from Emory University.

D. William Tinkler, co-author of the lessons, is a middle school assistant principal for the Fulton County, Georgia, School System. Dr. Tinkler is active in his state's social studies professional organization, serving as president in 1993. He has also assisted in the writing of course guides and instructional materials on special topics. Graduating *cum laude* with a B.A. in Political Science from Duke University, Dr. Tinkler earned his Ed.D. from the University of Georgia.

Page 19 - Globus Kartendienst 8600
Page 40 - Globus Kartendienst 4380
Pages 70, 71, 72 - Associated Press, Frankfurt/Main

Copyright 1994 by
Inter Nationes
Kennedyallee 91—103
D-53175 Bonn
Federal Republic of Germany

Contemporary Germany

Materials for the Social Studies Classroom Description of Publications

Overview of the Federal Republic of Germany is designed for middle school classrooms. The four lessons in the package correlate to the typical curriculum pattern in the United States (world cultures, geography and government). The materials focus on world studies and state studies from a comparative U.S./Germany perspective.

The Geography of Germany is designed for high school classrooms. The five lessons in this instructional package relate to the "Five Themes of Geography" (Location, Place, Human-Environment Interaction, Movement, and Region) as promoted by the National Geographic Society. The lessons are designed to support the teaching of courses in World Geography, U.S. Government/Civics, and Economics from a comparative U.S./Germany perspective.

Cultural Reflections: Work, Politics and Daily Life in Germany, is also designed for the high school classroom. The three lessons in this instructional kit include "The German Worker," "Culture and Daily life in Germany," and "Government in Germany." Student activities focus on worker training and apprenticeship programs, structure of the school system, family income, leisure time activities, structure of the federal government, and social programs/health care.

Common Ground is a book of twelve lessons ideas for developing interdisciplinary activities. The suggested strategies promote communication between high school teachers of social studies as well as between high school German language teachers and elementary and middle school social studies teachers.

A Kid Like Me Across the Sea is a primary/elementary instructional package targeted at grades K-3. This series of five lessons address the following topics: physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

Communities and Regions in Germany, is an instructional package targeted at upper elementary curriculum. This instructional package, presented to students as a travelogue, stresses basic map and globe/geography skills and present case studies of communities (cities/towns/villages) across Germany.

Additional support materials which support these instructional programs are also available: political and physical **wall maps;** *The Berlin Connection* and *One Nation Undivided* **videos;** Facts About Germany **handbook;** and additional resources from the German Information Center in New York.

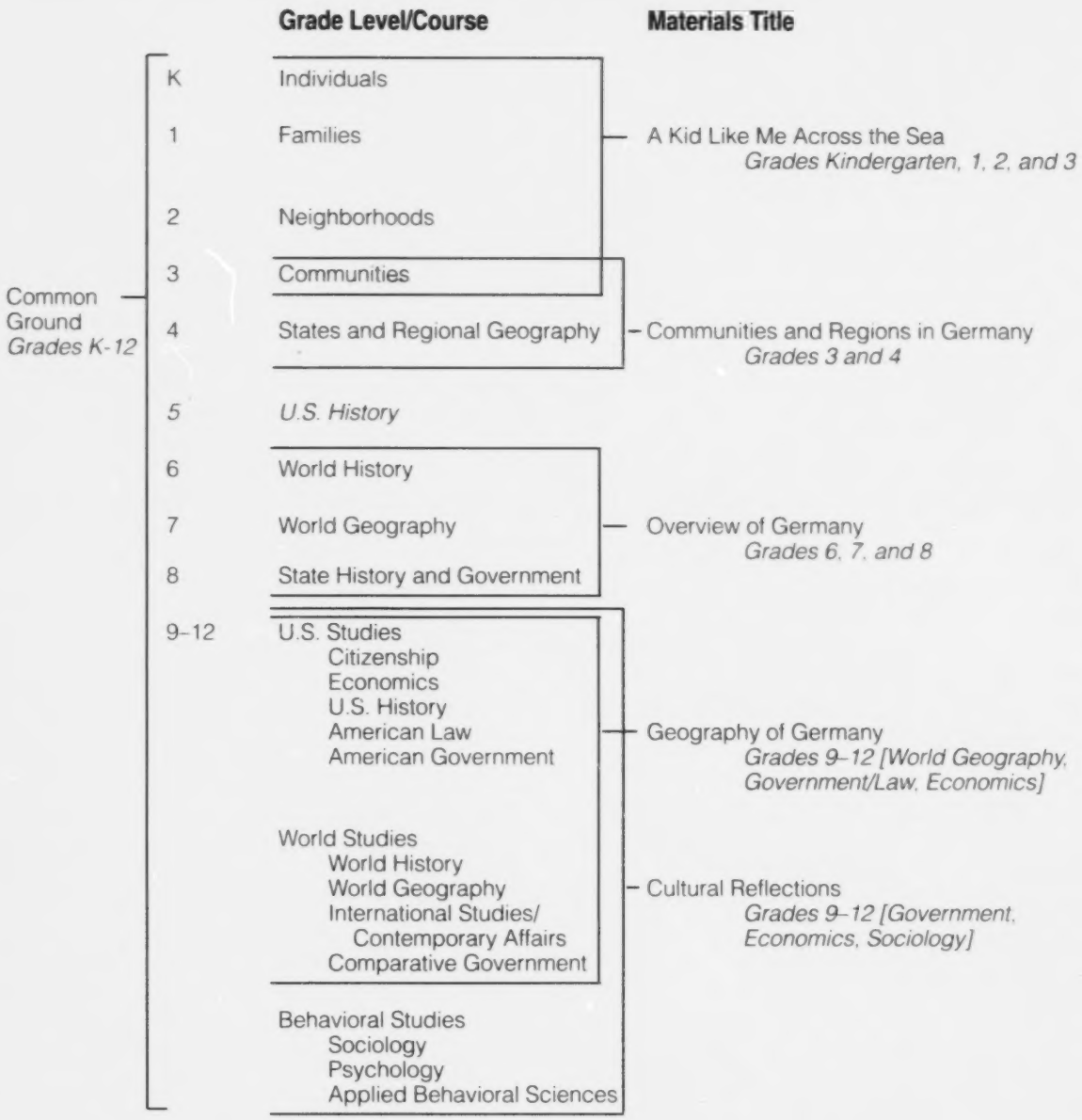
The materials, developed by social studies educators in the United States
and published by **Inter Nationes**
are/will be available through:

Single copies at cost price
American Association of Teachers of German (AATG)
112 Haddontowne Court, Cherry Hill, New Jersey 08034
Telefon (609) 795-5553; Telefax (609) 795-9398

Free sets of materials for inservice training
Goethe House New York
1014 Fifth Avenue, New York, New York 10028
Telefon (212) 439-8700; Telefax (212) 439-8705

Contemporary Germany

Materials for the Social Studies Classroom Scope and Sequence, K-12



Introduction

This collection of lessons was developed as a result of study/travel seminars attended by Georgia educators during the summers of 1989, 1991, and 1993. An ongoing goal of the project was to develop and disseminate exemplary lessons for teaching about the Federal Republic of Germany.

These lessons are designed so that they may be used individually via integration into the curriculum, or collectively used as a complete stand-alone unit. The teacher should adjust the materials to accomodate the needs, interests, and performance levels of students in their classrooms. Each lesson begins with an outline for teaching which includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons provide the teacher with most of the materials needed for implementation.

The authors would like to thank the following Georgia educators for the significant contributions of ideas and materials resulting in this instructional kit.

Eddie Bennett, Director of Staff Development, Pioneer RESA; **Stuart Bennett,** Principal, McIntosh High School; **Horst Bussiek,** German Language Consultant, Georgia Department of Education; **Carolyn Smith Carter,** Bradwell Institute, Liberty County Schools; **David Cline,** Cedar Hill Elementary School, Gwinnett County Schools; **Gwendale Belle Gaines,** Miller Middle School, Bibb County Schools; **Ruth Gassett,** Fine Arts Coordinator, Georgia Department of Education; **Gwen Hutcheson,** Social Studies Coordinator (retired), Georgia Department of Education; **Glen Jones,** German Language Teacher, LaFayette High School, Walker County Schools; **Jeanette Kirby,** Social Studies Coordinator (retired), Muscogee County Schools; **Carol McCullough**, Heritage High School, Rockdale County Schools; **Emmett Mullins,** Cedar Hill Elementary School, Gwinnett County Schools; **Mary Mullins,** Art Teacher, Snellville Middle School, Gwinnett County Public Schools; **James Pippin,** Arnold Junior High School, Muscogee County Schools; **Kim Puritt,** Banks County High School, Banks County Schools; **Helen Richardson,** Executive Director of Curriculum Services, Fulton County Schools; **Marsha Scheppler,** Timothy Elementary School, Clarke County Schools; **Donald O. Schneider,** Professor of Social Science Eduction, The University of Georgia; Lindsey Smith, Lovejoy High School, Clayton County Schools; **Carolyn Soff,** Renfroe Middle School, Decatur City Schools; **Mary Spillane,** German Language Teacher, Cobb County Schools; **Marie Wilson,** Georgia Council on Economic Education.

Table of Contents

Lesson	Title		Page
Lesson One:	**Location of Germany on the Earth's Surface**		1
	Activity 1	Germany's Location in the World	
	Activity 2	Germany's Location in Europe	
Lesson Two:	**Physical and Human Characteristics of Germany**		9
	Activity 1	Physical Features of Germany	
	Activity 2	Germany's Population Pyramid	
	Activity 3	Population Density in Germany	
	Activity 4	Population Distribution in Germany	
Lesson Three:	**The Interaction of the German People and Their Environment**		25
	Activity 1	Land Use in Germany	
	Activity 2	Industrial Areas in Germany	
	Activity 3	Pollution in Germany	
	Activity 4	The Environment	
Lesson Four:	**Cultural Diversity in Germany**		47
	Activity 1	Foreigners in Germany	
	Activity 2	Immigration to Germany	
Lesson Five:	**German Unification and Regional Changes**		55
	Activity 1	Regions in Germany	
	Activity 2	German Unification	
	Activity 3	Opening the Berlin Wall	
	Activity 4	East German Perspectives on Unification, Part A	
	Activity 5	East German Perspectives on Unification, Part B	
	Activity 6	World Press Views on Unification	

L1

Lesson 1 The Location of Germany on the Earth's Surface

Lesson Objectives: The student will be able to:

- describe the absolute and relative location of Germany.
- discuss the significance of location as related to climate.

Materials and Resources:

Activity 1 — Germany's Location in the World

- Worksheet 1.1 "The World Outline Map"
- Transparency 1 "The Location of Germany in Europe"
- Wall Map of the World
- Worksheet 1.2 "Germany's Location in the World"

Activity 2 — Germany's Location in Europe

- Handout 1.1 "Europe Outline Map"
- Worksheet 1.3 "The Location of Germany in Europe"
- Transparency 1 "The Location of Germany in Europe"

L1

ACTIVITIES

Activity 1— Germany's Location in the World

Germany is a nation located in the geographic center of Europe with doors that open both east and west. Germany shares a border with more nations (nine) than any other nation in Europe. Distribute copies of the world map (Worksheet 1.1). Using Transparency 1 and a large, pull-down world map, show students the location of Germany and ask them to mark it on their maps. Because all wall maps found in schools may not yet show one Germany, explain that from 1949 to 1990 Germany was divided into two parts: West (Federal Republic of Germany) and East (German Democratic Republic). Discuss the location of Germany relative to the United States and to your state. For example, examine latitudes which cross both Germany and North America. Discuss student impressions of what types of climatic characteristics are associated with these latitudes. Students should note, for example, that although Germany is at a higher latitude than the United States the climate is moderate year-round due to the Gulf Stream.

Distribute Worksheet 1.2 "Germany's Location in the World" to reinforce class discussion. A wall map will be needed to complete the activity along with crayons, color pencils, or markers.

Activity 2 — Germany's Location in Europe

Physical location of a nation within a region can have significant political, economic and social/cultural implications. To establish the relationship between Germany and her neighbors, distribute copies of Handout 1.1 "Europe Outline Map" and help students locate and label Germany in the center of Europe by using Transparency 1. Assign students to work in groups of two or three to complete the map and Worksheet 1.3, "The Location of Germany in Europe." When students have completed the activity sheet, discuss responses and the importance of geographic location for a country with regard to trade and transportation.

The World Outline Map

The Location of Germany in Europe

Germany's Location in the World

Directions: Complete the activities below. You may need a textbook, an atlas, or other resources to help you.

A. Complete the following on a copy of a world outline map (Worksheet 1.1).

1. Locate Germany and color it yellow. Label it "FRG", which stands for its official name: Federal Republic of Germany.
2. Outline the continent of Europe in black. Label the area "Europe."
3. Locate the United States. Color it blue and label it "USA" (include Alaska and Hawaii).
4. Mark YOUR state with a red shaded area.
5. Outline and label the continent of North America in black.
6. Label the two oceans that separate North America from Europe.

B. Use the map to answer these questions about YOUR state and the country of Germany. Put a check under the correct column to answer each question.

	YOUR STATE	GERMANY
1. Which is the most northerly?	_____	_____
2. Which has an overall cooler climate?	_____	_____
3. Which is east of 0^{o} longitude?	_____	_____
4. Which is south of 40^{o} latitude?	_____	_____
5. Which is closest to the Equator?	_____	_____

C. Answer the following using information on your map.

1. What is the approximate distance (in miles) from your state to Germany? _____
2. What continent is south of Europe? _____
3. What continent is east of Europe? _____
4. What is the nearest ocean to Germany? _____

Europe Outline Map

The Location of Germany in Europe

Directions: Use maps in your textbook as a reference in order to complete this worksheet and label the outline map of Europe (Handout 1.1).

1. Label Germany in Central Europe. Explain to students that Germany has a land area of about 357,000 square kilometers. (249,000 km^2 for former West Germany and 108,000 km^2 for former East Germany.)
   In comparison:
   Great Britain 244,000 km^2
   Italy 301,000 km^2
   France 547,000 km^2.
   From east to west Germany is 632 km at its widest point. From north to south the greatest length is 876 km.

2. Shade all countries that are a part of the European Union (EU). Use Transparency 1 as a guide (member countries are shown in light green except for Germany which is shown in dark green). European countries that are not members of the EU are shown in gray; North African countries are shown in yellow). This group of countries is an association that has agreed to create a single market for goods and services in Western Europe in 1993. The free circulation of goods and people would be allowed between these countries. The countries you should shade are: *Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, United Kingdom.*

3. Label all the countries that border the Federal Republic of Germany. They are:
   Denmark Poland Czech Republic Austria Switzerland
   France Belgium Netherlands Luxembourg
   The country sharing the longest border with Germany is Austria (784 km). Use the scale to identify the country showing the shortest boundary.
   Which nations share boundaries over 400 km?_____

4. Label the bodies of water that give a seacoast to the Federal Republic of Germany. They are the Baltic Sea and the North Sea.

5. Describe the location of Germany as related to other European countries and the EC countries.

   _____

   _____

   _____

6. What advantages to trade and transportation would Germany's location have?

   _____

   _____

   _____

7. What disadvantages might Germany's location have?

   _____

   _____

   _____

The Location of Germany in Europe

BEST COPY AVAILABLE

L2

Lesson 2 Physical and Human Characteristics of Germany

Lesson Objectives: The student will be able to:

- describe the major physical features of Germany.
- interpret graphs and tables summarizing population data on Germany.
- analyze selected population data on Germany as it relates to other nations.

Materials and Resources:

Activity 1 — Physical Features of Germany

- Transparency 1 "The Location of Germany in Europe"
- Transparency 2 "Landforms, Rivers and Canals"
- Transparency 3 "Important Industrial Areas and Location of Mineral Resources"
- Transparency 4 "Types of Industries"
- Worksheet 2.1 "The Four Major Landforms of Germany"
- Teacher Resource 2.1 "The Four Major Landforms of Germany"
- Teacher Resource 2.2 "Rivers and Canals in Germany"

Activity 2 — Germany's Population Pyramid

- Handout 2.1 "The German Population Tree"
- Teacher Resource 2.3 "Population Data on Germany"

Activity 3 — Population Density in Germany

- Transparency 5 "Population Density"

Activity 4 — Population Distribution in Germany

- Worksheet 2.2 "Outline Map of Germany"
- Handout 2.2 "Population Density in the German States"

L2

ACTIVITIES

Activity 1 — Physical Features of Germany

Germany's physical features and natural resources have contributed greatly to its industrial development and population increase. Show Transparency 2 and discuss with students the four major landforms of Germany. Then, divide the class into groups of four students and have them complete Worksheet 2.1 "The Four Major Landforms of Germany," writing framed paragraphs and answering the summary questions at the end. Randomly call on students to read the group's paragraph on one of the landforms and explain the significance of each as related to population and industry. The teacher may use Teacher Resource 2.1 as a key to this activity.

In the whole class discussion that summarizes this activity the teacher can pose the following questions:

Q-Besides landforms, what other information is important in determining the distribution of population throughout Germany?

A-Factors might include the location and flow of rivers (see Transparency 2), mineral deposits (see Transparency 3), strategic global location for commercial airline flights (see Transparency 1) and industrial centers (see Transparency 4).

Q-How do some of these factors affect economic development and population distributions in Germany?

A-All the rivers which have been named on the map are navigable. The combined length of all the regularly traveled waterways is 6,700 km (4,400 along rivers and 2,300 on the seas). Rivers and canals are very important for the German economy. Almost a fourth of all German goods are shipped by water. Eighty percent of all the goods in Germany that are shipped by water are transported on the Rhine. As expected, population density is highest along the banks of this river. [See Teacher Resource 2.2 "Rivers and Canals in Germany" for further information.]

Activity 2 — Germany's Population Pyramid

Population growth and age distribution are important to a country's need for human capital and support of welfare programs (e.g., health and social security). Ask students to speculate about the impact on a community's population of each of the following:

a. Many people marry at a young age and have five or six children. This goes on for several generations. (The population will grow dramatically.)
b. Many people delay marriage and child rearing until they are in their 30's. As a result, the average size family includes less than two children per couple. (If sustained, the population would decline.)
c. The country goes to war, many are killed, especially young men called to serve in the military. (A decrease among certain age groups and males occurs disrupting the normal population distribution.)

Project a transparency of Handout 2.1 "The German Population Tree." The age distribution of the population in the western section and the eastern section is not the same. In West Germany in 1988 only 14.7% of the population was under 15 years old, and 15.3% over 65 years old. In East Germany 19.4% of the population was under 15 years old and 14.1% over 65 years old. East Germany's birthrate did not decline as much as West Germany's, which is the lowest in the world. Cover the years 1988 and 2040. Ask students to interpret what the 1910 population tree shows (a typical developing nation population pyramid with a high birth rate and fairly low life expectancy).

Uncover the 1988 graph and ask students to compare it to the 1910 graph. It shows the impact of two world wars and a decrease in the birth rate. Note the greater number of older females. Ask students to project ahead. If trends continue, what will the graph look like in the 21st century?

Uncover the 2040 graph. Are the students' speculations correct?

What are the implications of these potential changes for each of the following:

- overall size of the population
- education
- social welfare for older citizens
- economic development

Additional data about population in Germany can be found in Teacher Resource 2.3 "Population Data on Germany."

Activity 3 — Population Density in Germany

Mark off an area on the classroom floor approximately 6 feet by 6 feet in size. Explain that this represents the combined area of the states of Alabama, Georgia and South Carolina. Ask three students to stand in this area and explain that this represents the population of the three states (approximately 14.1 million people). Now add fifteen more students to the same area. Explain that this represents the population of Germany (78.4 million people) in the same amount of land.

For comparative purposes, refer students to Transparency 5 "Population Density" which compares Germany with the three-state region of Alabama, Georgia and South Carolina. (Note: This activity may be repeated using the state of Montana, a state geographically the same size as Germany but much smaller in population.)

To verify which country or region is the most crowded, compute the population density of each. To do this, simply divide the population by the area. This will provide the number of people per square mile:

Population/Area = Population Density

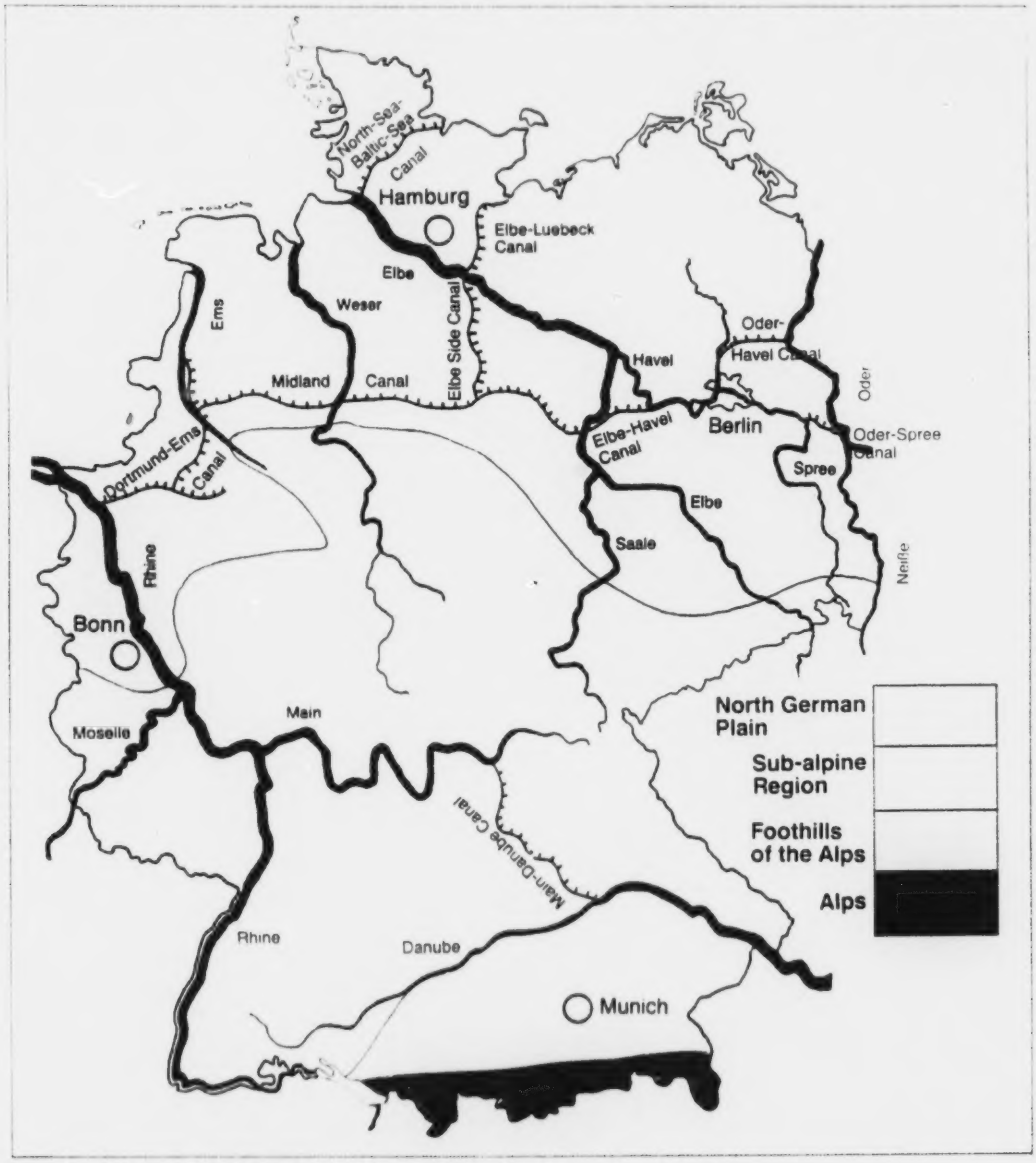
The teacher can then ask the class to list at least two advantages of living in a place with a high population density. Then, as a follow up, the teacher should have students list at least two disadvantages of living in a place with a high population density.

Activity 4 — Population Distribution in Germany

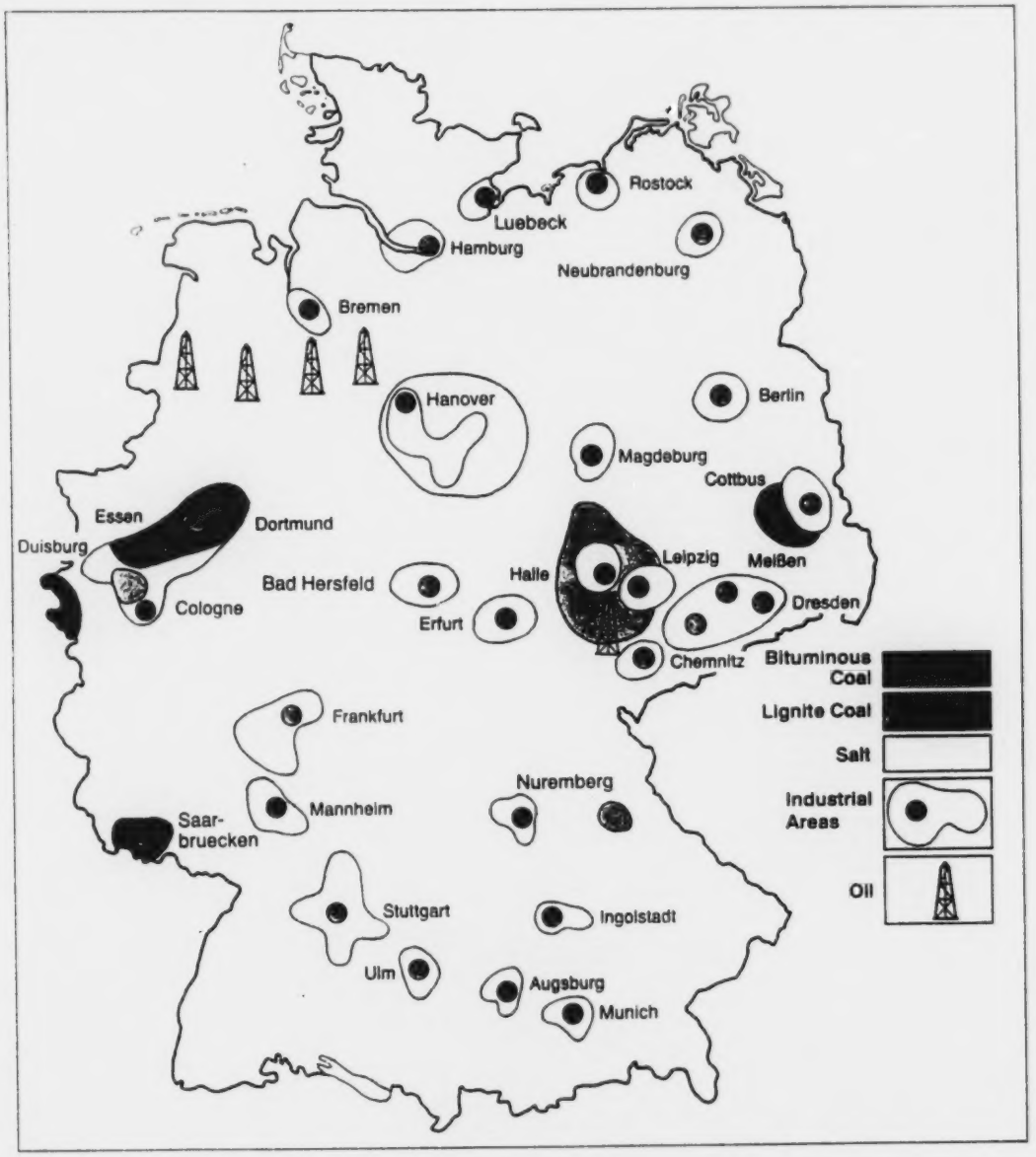
In former West Germany almost 40% of the population live in the larger cities of over 100,000 inhabitants. Only 6% live in communities of 2,000 or less. In former East Germany 27% of the population live in the 15 largest cities (population 100,000 or more) and 23.5% in communities of 2,000 or less. To show the population distribution in Germany, give students Worksheet 2.2 "Outline Map of Germany," as well as Handout 2.2 "Population Density in the German States" and ask them to shade the map reflecting patterns of population density. When completed, ask students to explain the patterns of population density in reference to those factors discussed in Activity 1 above: location/flow of rivers (Transparency 2), mineral deposits (Transparency 3), strategic location for airlines (Transparency 1) and industrial centers (Transparency 4).

The Location of Germany in Europe

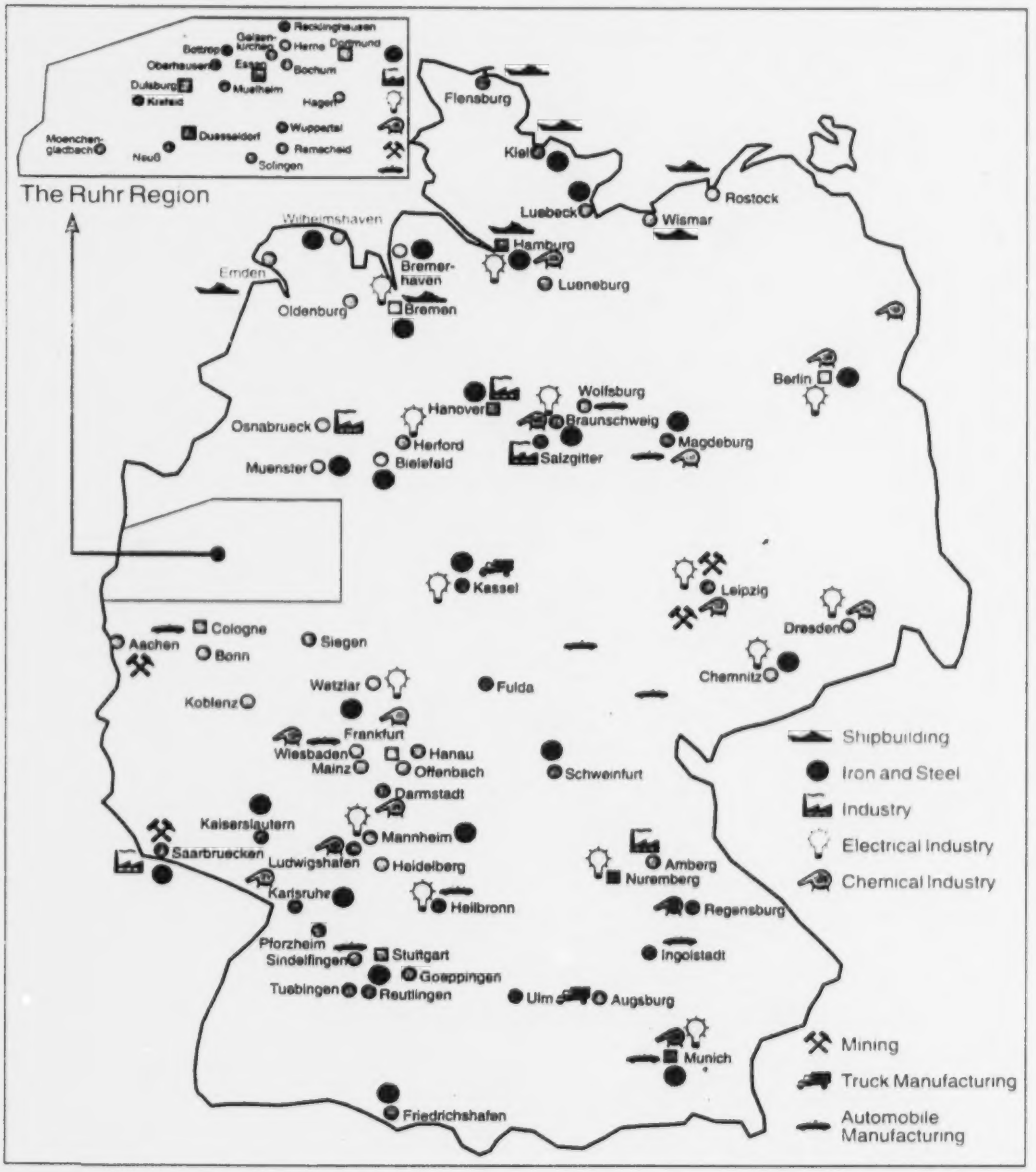
Landforms, Rivers and Canals



Important Industrial Areas and Location of Mineral Resources



Types of Industries



The Four Major Landforms of Germany

The North German Plain is a section of the east European flatland that

_____

_____

_____

The middle of Germany is characterized by _____

_____

_____

_____

South of the Danube lie the foothills of the _____

_____

_____

_____

In the extreme south of Germany lie the picturesque _____

_____

_____

_____

Questions:

Based on physical features alone, in which area of Germany would one most likely find:

1. the highest density of population?
2. agriculture as a main economic activity?
3. skiing and other cold weather sports taking place year-round?

The Four Major Landforms of Germany

Germany has four distinctive types of landscape:

- The northern portion (The North German Plain) is flat.
- The largest portion - the middle and southern region - consists of a hilly landscape with some moderately high mountains called the Sub-alpine Region.
- In southern Bavaria there is the Alpenvorland, the foothills of the Alps.
- Finally, in the far south, there are the Alps themselves, high mountains along the border with Austria.

Northern Germany

The North German Plain is a 150 to 500 km wide section of the east European flatland that is bounded on the north by the North and Baltic seas and in the south by the Sub-alpine Region. The countryside is flat and mainly agricultural. In order to protect the valuable farmland, many dams have been built. Ocean currents have created many islands along the coast. The East and North Frisian Islands, separated from the mainland by shallow water [mud flats], are popular vacation areas. The island of Helgoland is located in the North Sea 60 km from the mainland. Helgoland is the smallest German island.

Central Germany

The middle of Germany is characterized by subalpine mountain ranges, plateaus, volcanic formations, valleys and basins. Numerous rivers have cut deep valleys in the landscape. The Rhine Valley is the main feature in the western section. The central part consists of the Harz Mountains, the Thuringian Forest, and the Franconian Forest. The most striking feature of this region is the Harz Mountains, the highest peak of which rises 1,142 m.

Southern Germany

South of the Danube lie the foothills of the Alps, a 780 km-long, narrow strip of hilly land north of the Alps. The average elevation is 500 m; the region reaches a maximum width of 140 km near Regensburg. The landscape is characterized by mountain chains with picturesque lakes, small villages as well as bogs and moors. The highest mountain in Germany is the Zugspitze in the Bavarian Alps.

Rivers and Canals in Germany

The longest rivers of Germany are:

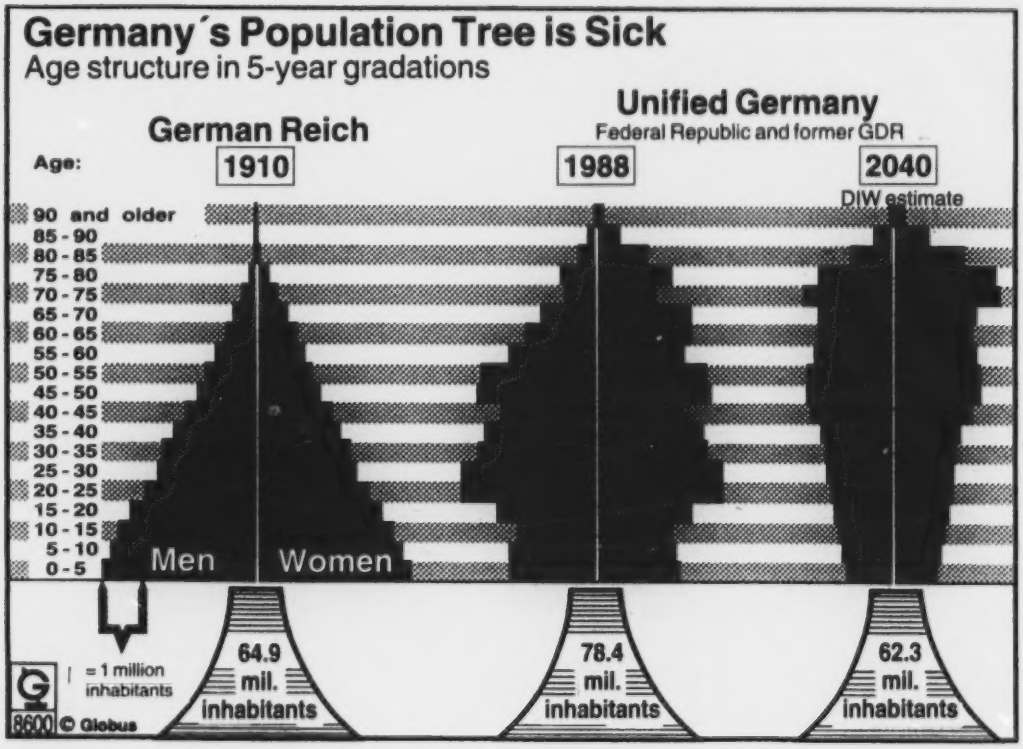
the Rhine	865 km
the Elbe	793 km
the Danube	647 km
the Main	524 km
the Weser	440 km
the Saale	427 km
the Spree	382 km
the Neckar	367 km
the Havel	343 km
the Moselle	242 km

The important canals in Germany are:

Name	Built	Length
the Midland Canal	1938	321.3 km
the Dortmund-Ems Canal	1899	269.0 km
the Elbe Side Canal	1976	112.5 km
the North-Sea-Baltic-Sea Canal	1895	98.7 km
the Main-Danube Canal	1972	72.0 km
the Oder-Spree Canal	1935	83.7 km
the Oder-Havel Canal	1914	82.8 km
the Elbe-Havel Canal	1936	56.4 km
the Havel Canal	1952	34.9 km

The only canal that can handle ocean traffic is the North-Sea-Baltic-Sea Canal.

The German Population Tree



Population Data on Germany

There are about 79 million people living in Germany today (62.6 million in former West Germany, 16.4 million in former East Germany.)

By comparison:	Great Britain	56 million
	Italy	57 million
	France	55 million
	United States	255 million

Of the 62.6 million inhabitants of former West Germany about 4.85 million are foreigners. In former East Germany the number is 191,190 (according to 1989 statistics).

In the years 1984, 1985, and 1986 approximately 40,000 German evacuees entered Germany. The number increased rapidly in the following years:

1987	78,000
1988	203,000
1989	377,000
Up to the middle of 1990	231,000

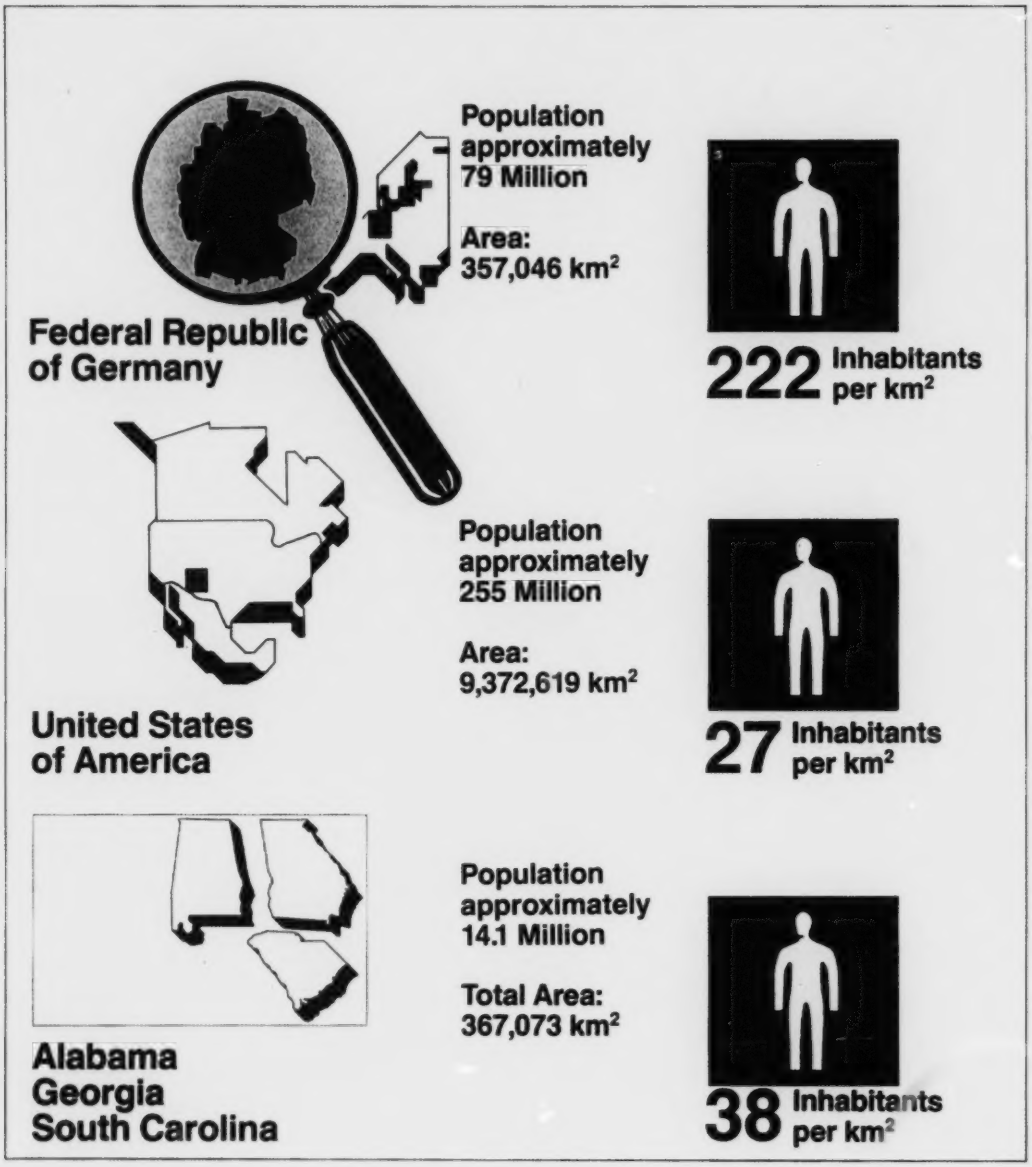
Immigrants came from East Germany as well:

1988	40,000
1989	344,000
Up to the middle of 1990	50,000

The birth rate in 1989 was 11 per 1,000 people in West Germany, 13 per 1,000 in East Germany.

The average life expectancy in Germany is about 75 years.

Population Density



Outline Map of Germany

Population Density in the German States

The population density varies from state to state in Germany:

State	Inhabitants per km^2
Hamburg	2,154
Bremen	1,668
North Rhine-Westphalia	502
Saarland	414
Baden-Wuerttemberg	269
Hesse	268
Rhineland-Palatinate	186
Schleswig-Holstein	165
Bavaria	159
Lower Saxony	153
Thuringia	165
Saxony	267
Saxony-Anhalt	145
Brandenburg	91
Mecklenburg-Western Pomerania	82
Berlin	3,862

Germany is one of the most densely populated countries in Europe. The greatest density of population is in the Ruhr region. Here about 5,000 people live per square kilometer. On the average, 222 people live on one square kilometer. In 1989 the population density in East Germany was 152/km^2 and in West Germany 252/km^2.

KEY	
Population Density/km^2	Map Color
< 100	red
100-199	green
200-299	yellow
300-399	white
400-499	blue
500-599	brown
> 600	orange

L3

Lesson 3 The Interaction of the German People with Their Environment

Lesson Objectives

The student will be able to:

- analyze the various types of industry in Germany and compare them with those in the United States.
- interpret map and statistical data to examine the environmental impact of industrialization in Germany.
- formulate possible solutions to the problem of acid rain as it impacts both Germany and the United States.

Materials and Resources

Activity 1 — Land Use in Germany

- Transparency 6 "Land Use"
- Worksheet 3.1 "Land Use Statistics"
- Teacher Resource 3.1 "Land Use in Germany"
- Transparency 7 "International Commerce"

Activity 2 — Industrial Areas in Germany

- Worksheet 3.2 "Industrial Areas"
- Teacher Resource 3.2 "International Trade"
- Transparency 4 "Types of Industries"
- Handout 3.1 "Important Industrial Areas and Mineral Resource Locations"
- Atlases

Activity 3 — Pollution in Germany

- Handout 3.2 "Acid Rain in Germany"
- Handout 3.3 "Product Map of Germany"
- Worksheet 3.3 "Acid Rain Effects"
- Transparency 3 "Important Industrial Areas and Location of Mineral Resources"
- Transparency 4 "Types of Industries"
- Handout 3.1 "Important Industrial Areas and Mineral Resource Locations"

Activity 4 — The Environment

- Handout 3.4 "Environment v. Employment Scenario"
- Worksheet 3.4 "Decision Making Chart"

ACTIVITIES

Activity 1 — Land Use in Germany

Germany has the largest population of any country in Western Europe. Given its high population density, an important factor to consider is how the limited natural resources are allocated for use. Have students analyze Transparency 6 and complete Worksheet 3.1 "Land Use Statistics." Based on the data provided in the circle graph in Transparency 6 and Teacher Resource 3.1 "Land Use in Germany," have students complete the worksheet chart. Information will need to be computed using percentages from the graph. Then, have students consult Transparency 7 and discuss Germany's major trading partners and the types of products that Germany distributes worldwide. Teacher Resource 3.2 "International Trade" can be used to help students construct a data retrieval chart of the major trading partners, major imports and major exports of Germany.

Activity 2 — Industrial Areas in Germany

The type of industries that have been developed in former East and West Germany provide important economic comparisons with other nations. To explore this topic, assign students to groups of two or three members and ask each group to identify the location and type of German industry under the first two columns of Worksheet 3.2 "Industrial Areas." Background and graphic information associated with Transparency 4 and Handout 3.1 "Important Industrial Areas and Mineral Resource Locations" should be consulted to complete this task. Then, using U.S. atlases or other media resources, ask the groups to record the names of equivalent industrial sites found in the United States in the third column of the chart.

Activity 3 — Pollution in Germany

The growing strain on the environment is one of the central problems to which government and private citizens alike must devote more and more energy and money. Tell students they are scientists studying the effects of industrialization on the environment. Ask students to complete Worksheet 3.3 "Acid Rain Effects" by consulting the diagram and background notes on Handout 3.2 "Acid Rain in Germany." Have each student team up with two or three others to speculate about the problems posed by this type of pollution for people living in the United States. Once the worksheet has been completed and the class has discussed the answers, tell them that they have an opportunity of visiting three sites in Germany where they believe acid rain might be most severe. Based on Handout 3.1 "Important Industrial Areas and Mineral Resource Locations," Transparencies 3 and 4 and Handout 3.3 "Product Map of Germany," students may identify the three regions most likely to have this type of environmental pollution. Have them write a short paragraph that explains why they chose a particular geographic area to study, using evidence from the consulted materials to support their decision. Student answers will vary but may include the following:

- northern Germany near Hamburg because of extensive livestock and grain production and oil drilling.
- the south-central region near Frankfurt because of major industrial areas, grain production and vineyards.
- eastern Germany near Leipzig because of heavy mining and industrial centers and the agricultural production of wheat and potatoes.

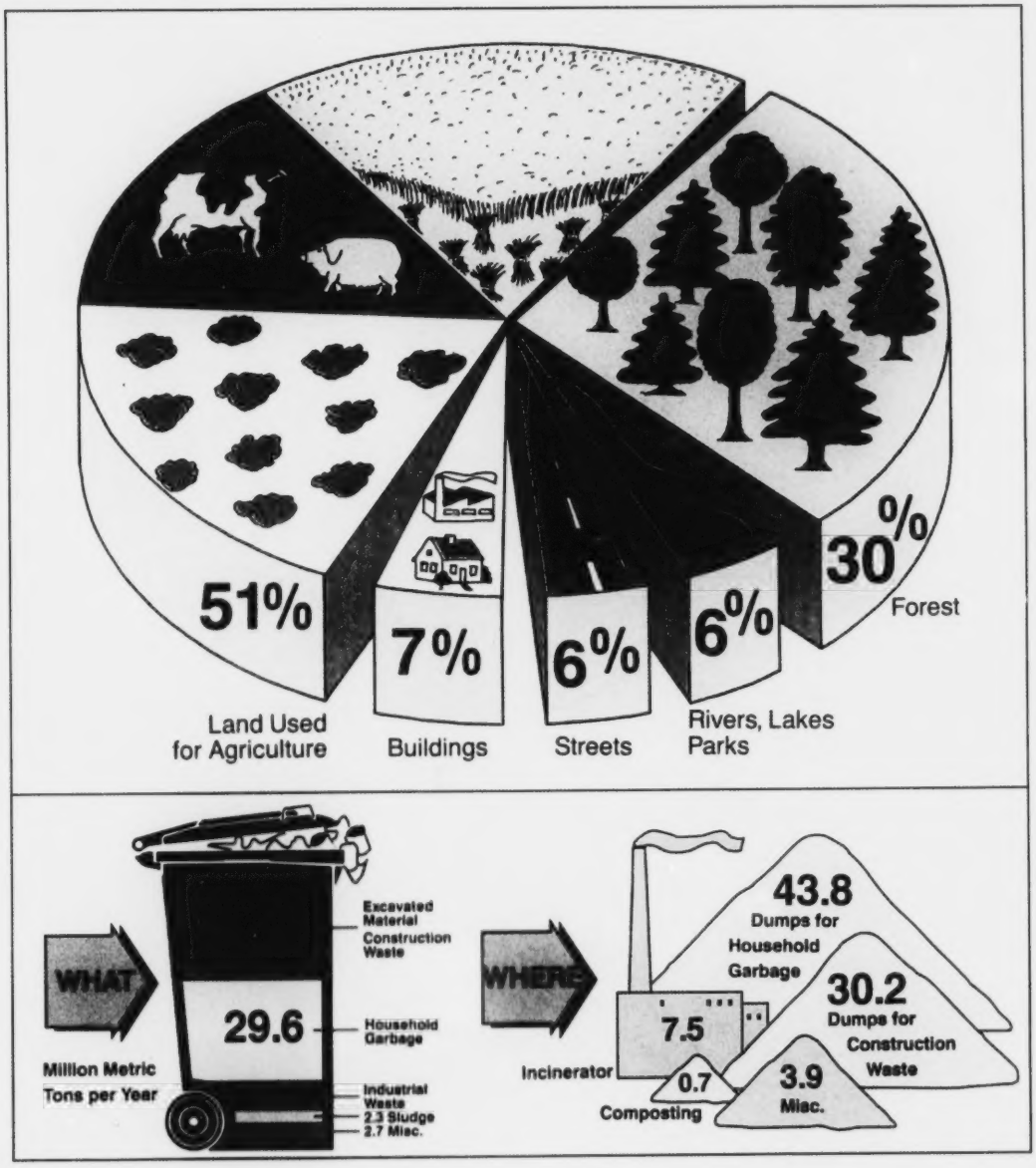
L3

Activity 4 — The Environment

Decisions about environmental problems affect other areas of daily life and can involve difficult choices. Distribute copies of Handout 3.4 "Environment vs. Employment Scenario" and Worksheet 3.4 "Decision Making Chart." After students have read the scenario, divide the class into four groups: members of the state parliament (Saxony-Anhalt), factory workers, business merchants, and citizens of the community. Have each group use the decision making chart to organize several options and the possible effects and consequences of following these options from the perspective of their group.

Students in each group should prepare a one-page position statement in which they explain their decisions using the Decision Making Chart. Allow representatives from each group to read the position statement of each of the other groups. Conduct a mock hearing before the environmental committee of the parliament in which the factory workers, merchants and citizens express their opinions and concerns. Compare the solutions of each group as they are presented and discuss with the class why each group might have arrived at their particular solution. Each group should defend its decision based on the information recorded on their Decision Making Charts.The members of parliament will then discuss the various proposals and decide on a course of action.

Land Use


51%
Land Used for Agriculture
7%
Buildings
6%
Streets
6%
Rivers, Lakes Parks
30%
Forest
WHAT
29.6
Million Metric Tons per Year
Excavated Material
Construction Waste
Household Garbage
Industrial Waste
2.3 Sludge
2.7 Misc.
WHERE
Incinerator
7.5
Composting
0.7
43.8
Dumps for Household Garbage
30.2
Dumps for Construction Waste
3.9
Misc.

Land Use Statistics

	Area in km^2	Percentage of Germany's Land
Land Used for Agriculture	_____	_____
Buildings	_____	_____
Streets	_____	_____
Rivers/Lakes/Parks	_____	_____
Forest	_____	_____
Total	357,000	100%

Land Use in Germany

Eighty-one percent of the land surface of Germany consists of fields, forests, and pastures (79% in former West Germany, 87% in former East Germany). The new federal states in the east are more heavily agricultural than the old, with more than 35% of the land area being used as farmland (in old West Germany only 30% was used for farming). In the states of Saxony-Anhalt and Mecklenburg-Western Pomerania as much as 50% of the land is devoted to agriculture.

Thirty percent of Germany (74,700 km^2 in the West, 29,800 in the East) is covered with forests. Most of the forest land is found in the uplands and mountains. In the north the forests are predominately oak and birch, in the middle oak, birch, and mixed forests, and in the south forests with spruce and fir, as well as mixed woodlands. The states of Rhineland-Palatinate and Hesse have the greatest percentage of their surface in forests, with 40.7% and 40.2% respectively.

Of the 357,000 km^2 land area of Germany 181,000 km^2 is devoted to agriculture and forestry (119,000 km^2 west, 62,000 east), which is about 50.4% of the total.

In 1989 there were in West Germany 648,800 farms (representing a reduction of 2.5% from the previous year). The average size of a German farm is 17.7 hectares (= 0.177 km^2). In former East Germany there were about 4,519 farms. The average size of a farm was about 1,285 hectares. Around 95% of these were organized into collective farms, which could be as large as 5,000 hectares.

In 1989 about 3.8% of West German workers were employed in agriculture; in East Germany the corresponding figure was 11%.

By comparison:	France	7%
	Italy	10%
	Greece	27%
	Spain	15%

(according to 1988 statistics)

A large number of agricultural workers in former West Germany were only employed in agriculture as a side-line.

In former West Germany more sugar, wine, milk products, beef, veal, pork, and wheat were produced than were consumed by the public.

Overproduction is a central agricultural problem in former East Germany. According to the standards in present-day Germany there are too many farmers producing too many products to keep farm prices high.

In the middle of 1990 the agricultural problems of former East Germany became the concern of the European Economic Community.

International Commerce

Chief Exports:

- Machines
- Automobiles
- Electrical/ electronic Products
- Chemical Products
- Iron/Steel
- Metal Goods
- Electronic Data Processing Equipment/Office Machines

Chief Imports:

- Raw Materials
- Oil
- Foodstuffs

Most Important Trading Partners:

- France
- Netherlands
- Italy
- USA
- Great Britain
- Belgium/Luxembourg
- Switzerland
- Austria
- Sweden
- Japan

Industrial Areas

German Industrial Areas	Products Manufactured	Similar Industrial Areas in the United States
Example: Stuttgart	motor vehicles	Detroit

International Trade

In former West Germany . . .

Germany must import almost all of its raw materials:

Petroleum	about 96% (1989 statistics)
Natural Gas	about 65%
Iron	about 98%
	(the figures for other raw materials are similar)

Germany trades with countries all over the world. The petroleum, for example, that was consumed in former West Germany came from the following places:

North Sea	35 million metric tons
Near East	18 million metric tons
Africa (outside of Libya)	17 million metric tons
Libya	15 million metric tons
USSR	9 million metric tons

(1988 statistics)

Going by the value of imports and exports, Germany is second only to the United States in world trade. In 1989 Germany achieved its greatest trade surplus ever of 134.7 billion German marks. Exports (641.3 billion marks) and imports (506.6 billion marks) also reached their highest level ever in 1989.

About 27% of all German-made products are exported. Therefore, Germany is considered the greatest exporter of all the industrialized countries.

By comparison:

Country	**Percentage of Products Exported**
Great Britain	18%
France	18%
Italy	16%
Japan	9%
United States	7%

The most commonly imported goods are: vegetables, fruit, tropical fruits, coffee, tea, cocoa, raw materials, clothing, textiles, computers, office machines.

The most commonly exported products are: cars, machines, chemical products, electronics, foodstuffs, iron/steel, metal goods, aerospace equipment.

The most important trade partners of former West Germany in 1989 were:

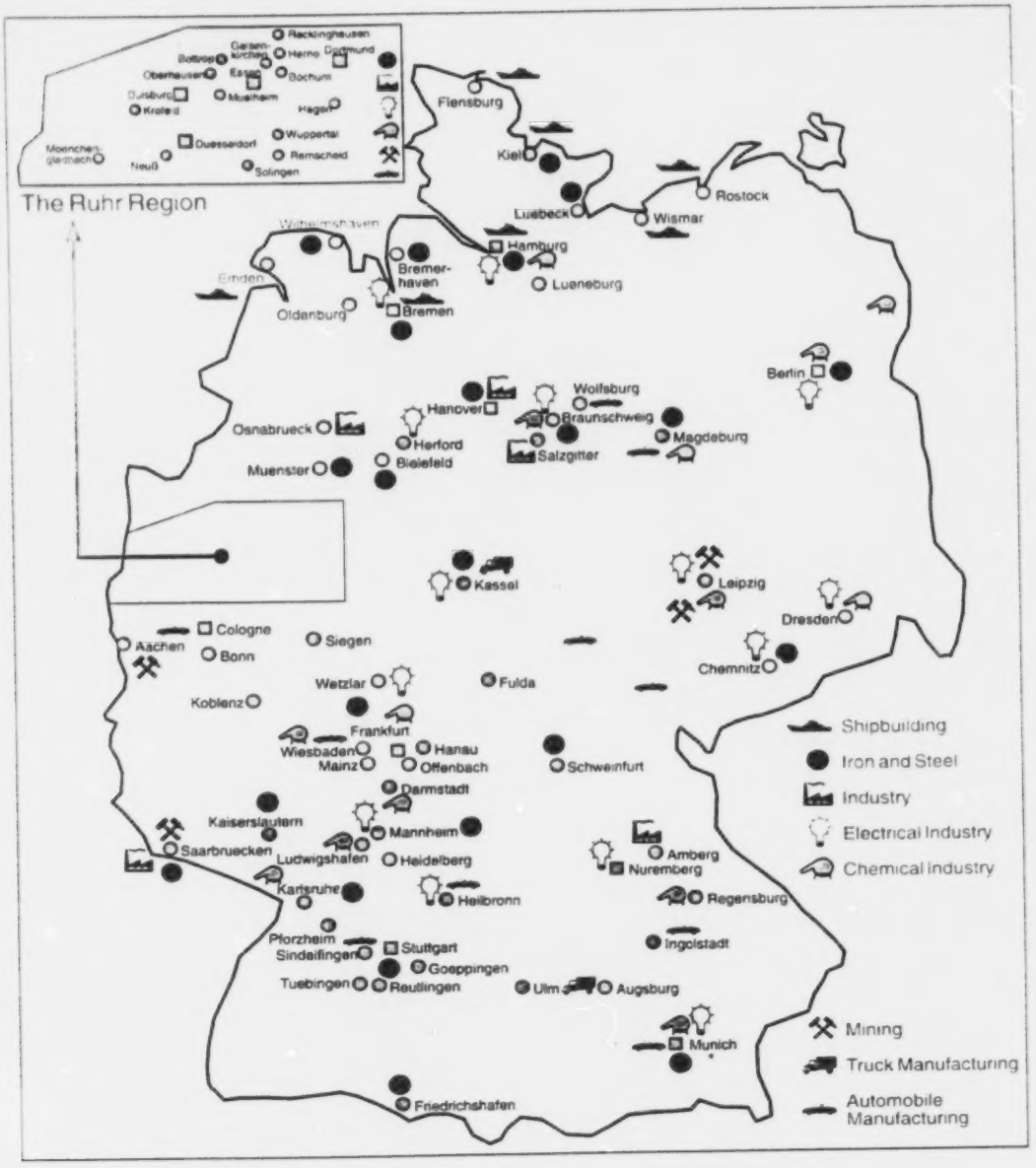
Exports from Germany		**Imports to Germany**	
France	13.2%	France	11.9%
Italy	9.3%	The Netherlands	10.3%
Great Britain	9.3%	Italy	8.9%
The Netherlands	8.5%	USA	7.9%
USA	7.3%	Belgium/Luxembourg	6.9%

International Trade Page 2

In former East Germany . . .
The chief trade partners of former East Germany were the Soviet Union, Czechoslovakia, West Germany, Poland, and Hungary. Almost 60% of all foreign trade by former East Germany was done with member countries of COMECON. COMECON was dissolved in 1991. More than one-third of all exports from former East Germany went to the Soviet Union. From January to July of 1990 this portion was 42%. In 1989 these were the most common goods imported from the Soviet Union: natural gas, petroleum, minerals, metals, machines, vehicles, raw materials. The most common products exported to the Soviet Union in 1989 were: machines, vehicles, military equipment, consumer goods, fertilizer, chemicals.

In 1989 trade between the two Germanies reached its highest level ever of 15.3 billion German marks. West Germany bought 7.2 billion German marks worth of goods from East Germany. Chief among these were: chemical products, textiles, clothing, gasoline. 8.1 billion German marks worth of goods were imported into East Germany from West Germany, goods such as machines, vehicles, chemical products, iron and steel, foodstuffs, and agricultural equipment.

Types of Industries



BEST COPY AVAILABLE

Important Industrial Areas and Mineral Resource Locations

Industrial Areas

Germany is an industrialized country. The important industrial areas are:

- the Ruhr region, including the areas around Duesseldorf and Cologne
- the area around Frankfurt
- the Mannheim/Ludwigsnafen area
- Stuttgart and the Neckar Valley
- the Hanover/Braunschweig region
- the Dresden/Chemnitz region
- the region around Leipzig
- the Halle region
- the territory around Cottbus

In addition there are the following cities and their surrounding areas:

Former West Germany	Former East Germany
Munich	Zwickau
Augsburg	Erfurt
Ulm	Meißen
Ingolstadt	Magdeburg
Saarbruecken	Neubrandenburg
Bremen	Rostock
Nuremberg	
Hamburg	
Luebeck	

In former East Germany most of the industrialization is concentrated in the south. The Halle-Bitterfeld-Merseburg triangle is particularly industrially developed. Almost 40% of all chemical products are made here.

The most heavily industrialized areas are also the most densely populated areas.

Several industries, such as coal, steel, and shipbuilding, are becoming less important than more modern industries, such as mechanical engineering [machine making] and electronics. For this reason traditional industrial regions, such as the Ruhr region and cities with shipyards, are having to restructure. This is especially true of all of the industrial centers in former East Germany!

The quality of the infrastructure varies greatly among the industrial regions. While in the area that was formerly West Germany the infrastructure is very sound, the quality of the infrastructure in the new states of former East Germany is rather alarming. This goes for the streets as well as the communication system.

The industrial structure in the new states is in critical condition. In order to improve the situation it is necessary to make many changes; in particular, most of the outdated equipment needs to be replaced. The outmoded plants that burn brown coal need to be replaced by more environmentally friendly installations. In the long term it is planned to replace brown coal with other sources of energy such as bituminous coal, natural gas, and petroleum.

Important Industrial Areas and Mineral Resource Locations

Mineral Resources

Germany is poor in mineral resources. There are significant deposits only of rock salt, potassium salt, brown coal and bituminous coal.

Coal: The largest deposits of brown coal are in the area around Cottbus. Another significant deposit is found in the area between Aachen and Cologne. In 1989 East Germany produced 301 million metric tons of brown coal. In West Germany 110 million metric tons were produced.

The greatest deposits of bituminous coal are located in the Ruhr region. Further bituminous coal-producing regions are the Saar region and the area around Aachen. In 1989 the total production was 72 million metric tons, of which 50.5 metric tons came from the Ruhr region.

By comparison:

France	13 million metric tons
Great Britain	101 million metric tons
U.S. (in 1988)	813 million metric tons

The amount of coal produced is not enough to cover the energy needs.

Petroleum: Petroleum is produced in the region between the Weser and Ems rivers as well as north of Hanover and south of Leipzig. In West Germany in 1989 the production of petroleum sank 4.3% to 3.7 million metric tons. In comparison, 110 million metric tons were consumed. In former East Germany 4.9 million metric tons of petroleum products were produced in 1988.

Natural gas: Natural gas is produced in the same places as petroleum. About 15 million cubic meters are produced in Germany annually.

Salt: The territory of former West Germany is one of the most salt-rich regions in the world. Germany produces about 6 million metric tons of salt and 8 million metric tons of potassium salt a year. This is 10% of the world production. The largest salt deposits are in the area around Hanover-Hildesheim and near Bad Hersfeld.

Iron: The iron industry is in decline. In West Germany in 1989, 33 million metric tons of iron were processed, of which only about 1% came from German mines. The most prominent iron-producing region is the area around Salzgitter.

Important Industrial Areas and Mineral Resource Locations

Industrial Centers

The most important industries in former West Germany were largely the same as those in former East Germany. In the first rank of importance are (going by number of people employed) steel, mechanical engineering (machine building) and vehicle manufacturing. Electronics, precision engineering, and data processing were in former West Germany second in importance; in former East Germany they were third in importance. In former East Germany consumer goods stood in second place.

Former West Germany

Going by sales the following companies were the largest in 1990:

Company	Product	Sales (in billions of German marks)	Home City
Daimler-Benz	Cars	85.5	Stuttgart
Volkswagen	Cars	68.1	Wolfsburg
Siemens	Electronics	63.2	Berlin/Munich
VEBA	Energy/ Chemicals	52.7	Duesseldorf
BASF	Chemicals	46.5	Ludwigshafen/Rhine

In the list of most important companies in the world Daimler-Benz ranks thirteen while Volkswagen is 21st and Siemens ranks 22nd.

In some areas of the economy most of the activity is concentrated in a few large corporations. For example:

Type of activity	Percent Concentrated in Large Corporations
Tobacco	94%
Aerospace	90%
Business machines	80%
Mining	80%
Petroleum processing	80%
Data processing	78%
Automobile industry	69%

In other areas most of the activity is in medium-sized companies.

Most of the large companies are corporations that issue stock. Germany has the most stockholders after the United States.

Important Industrial Areas and Mineral Resource Locations

Former East Germany

The economy in former East Germany is in the process of being changed from a communist-controlled demand economy to an open market economy.

In the mid 1970s East Germany began the process of combining companies that manufactured similar products into large combines, of which there were 220 altogether.

At the end of the 80s about 95% of East German companies were government owned, the so-called "**V**olks**e**igene **B**etriebe" (People's Businesses") or **VEB**. There were only a relatively few private businesses, and these businesses were only on a rather small scale.

The following were among the largest industrial combines in East Germany in 1988:

Combine	Type of Product	Sales (in billions of East German marks	Home City
VEB Kombinat Robotron	Data Processing and office machinery	**11.4**	Dresden
VEB Kombinat Fortschritt	Farming Equipment	**8.7**	Neustadt (Saxony)
VEB Kombinat Baumwolle	Textiles	**8.6**	Karl-Marx-Stadt (today Chemnitz)
VEB Mansfeld-Kombinat "Wilhelm Pieck"	Metal Industry	**7.7**	Eisleben

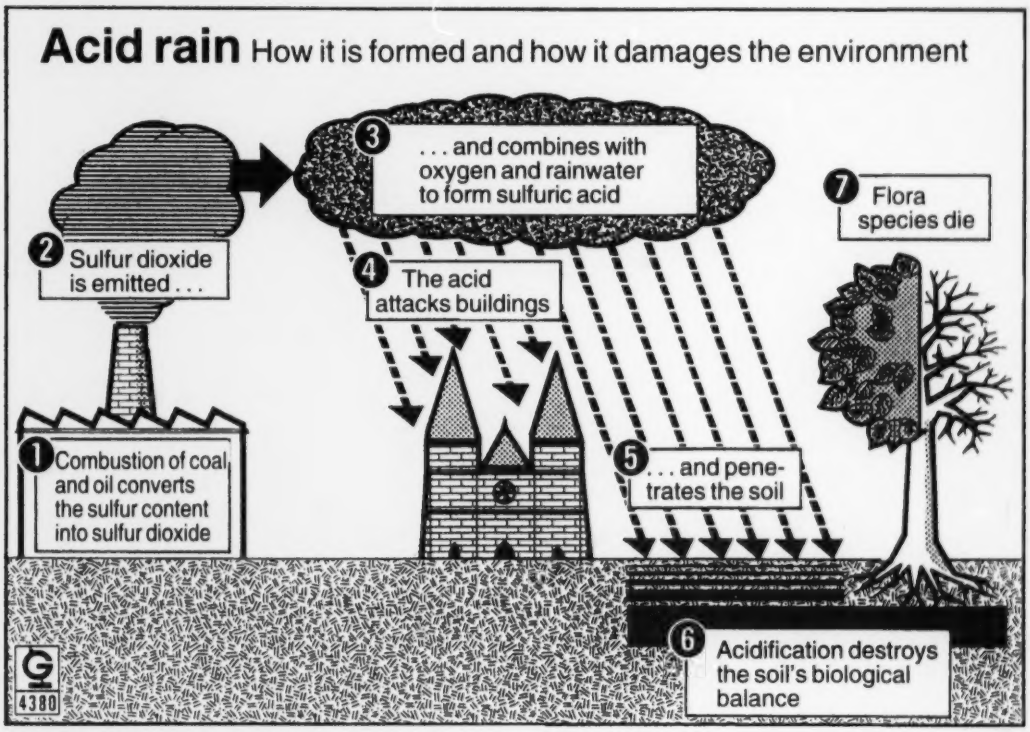
A major task since the joining of the East and West German economies is to privatize East Germany's industry and bring it up to speed with the world-wide open market economy. This task has been put in the hands of the "Treuhandanstalt" ("Faithful-hand-institution"), which had taken in 1.5 billion marks as of November 1990. As of January 1991, 450 companies had come into private hands.

In September 1990 26% of the business people in former West Germany had cooperated with their East German colleagues. Twelve percent more had concrete plans to do so.

Legal uncertainties about property, surplus personnel in companies, and antiquated equipment are the most difficult problems facing the people who are trying to unite industries in former East Germany with that of the West.

The process so far has shown that many East German companies cannot be made competitive in the Western economy.

Acid Rain in Germany


Acid rain How it is formed and how it damages the environment
1 Combustion of coal and oil converts the sulfur content into sulfur dioxide
2 Sulfur dioxide is emitted . . .
3 . . . and combines with oxygen and rainwater to form sulfuric acid
4 The acid attacks buildings
5 . . . and penetrates the soil
6 Acidification destroys the soil's biological balance
7 Flora species die
4380

In former West Germany 2.9 million metric tons of nitrous oxide were released into the atmosphere from traffic, industry, and private homes. Through efforts at pollution reduction this number should be down to 2 million metric tons by 1995.

The condition of the environment in former East Germany is one of the most pressing problems the new Germany has to face. Air pollution reached a dramatic extreme; the burning of brown coal (lignite or soft coal) released particularly large amounts of pollutants. This resulted in an emission of 359 kg of sulphur dioxide and nitrous oxide per person per year. Particularly hard-hit are the areas around Halle, Bitterfeld, Leipzig and Cottbus.

The term "Waldsterben" (dying forests) has been coined to refer to the widespread unhealthy condition of the forests. In 1989, 3.9 million hectares (52.9% of the woodlands) had been affected.

Product Map of Germany

Acid Rain Effects

1. In the process which produces acid rain, what is the first step?

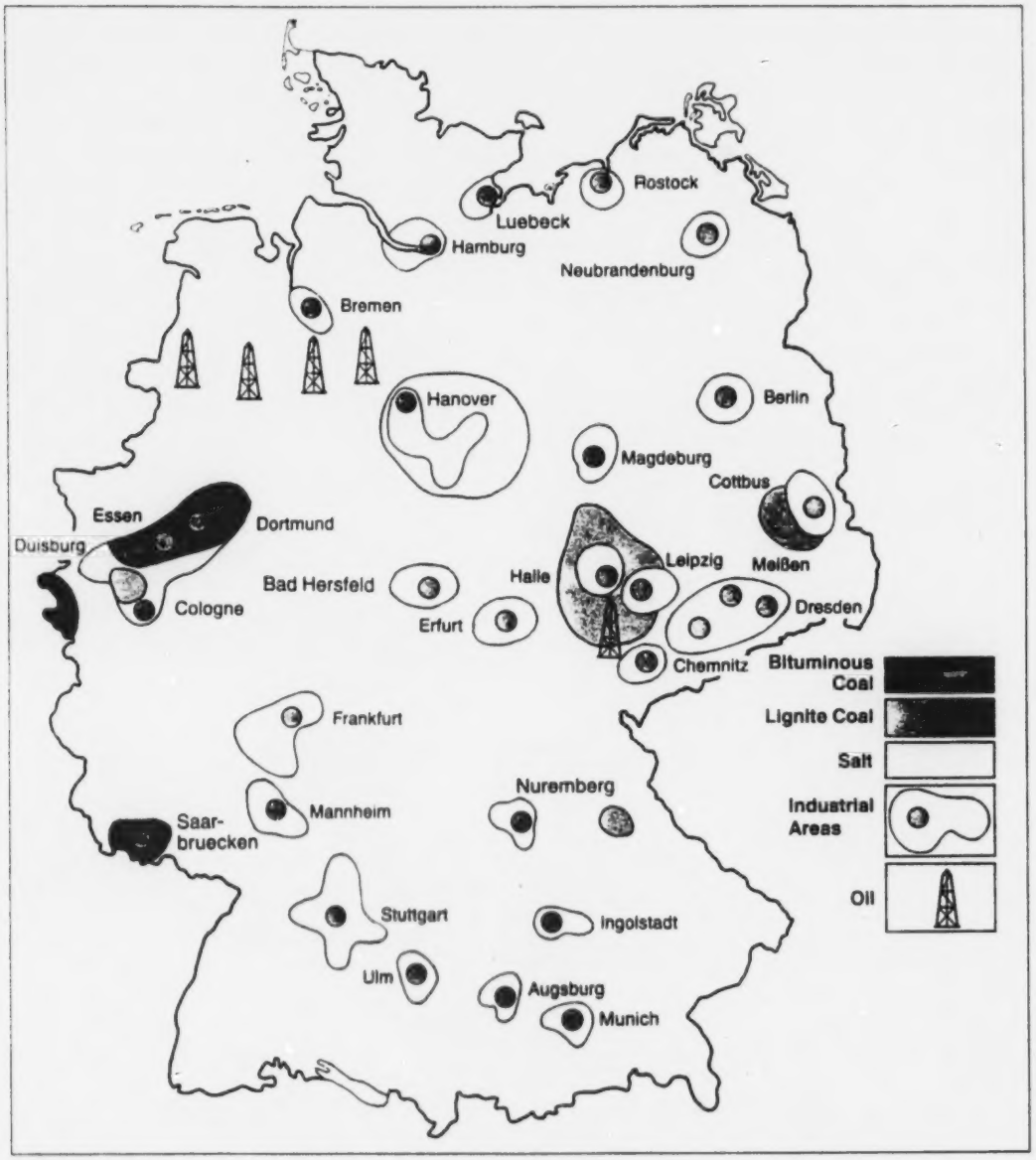
2. Where is sulfur dioxide emitted? What other types of emissions pose similar hazards?

3. How is sulfur dioxide in the atmosphere brought back to the ground?

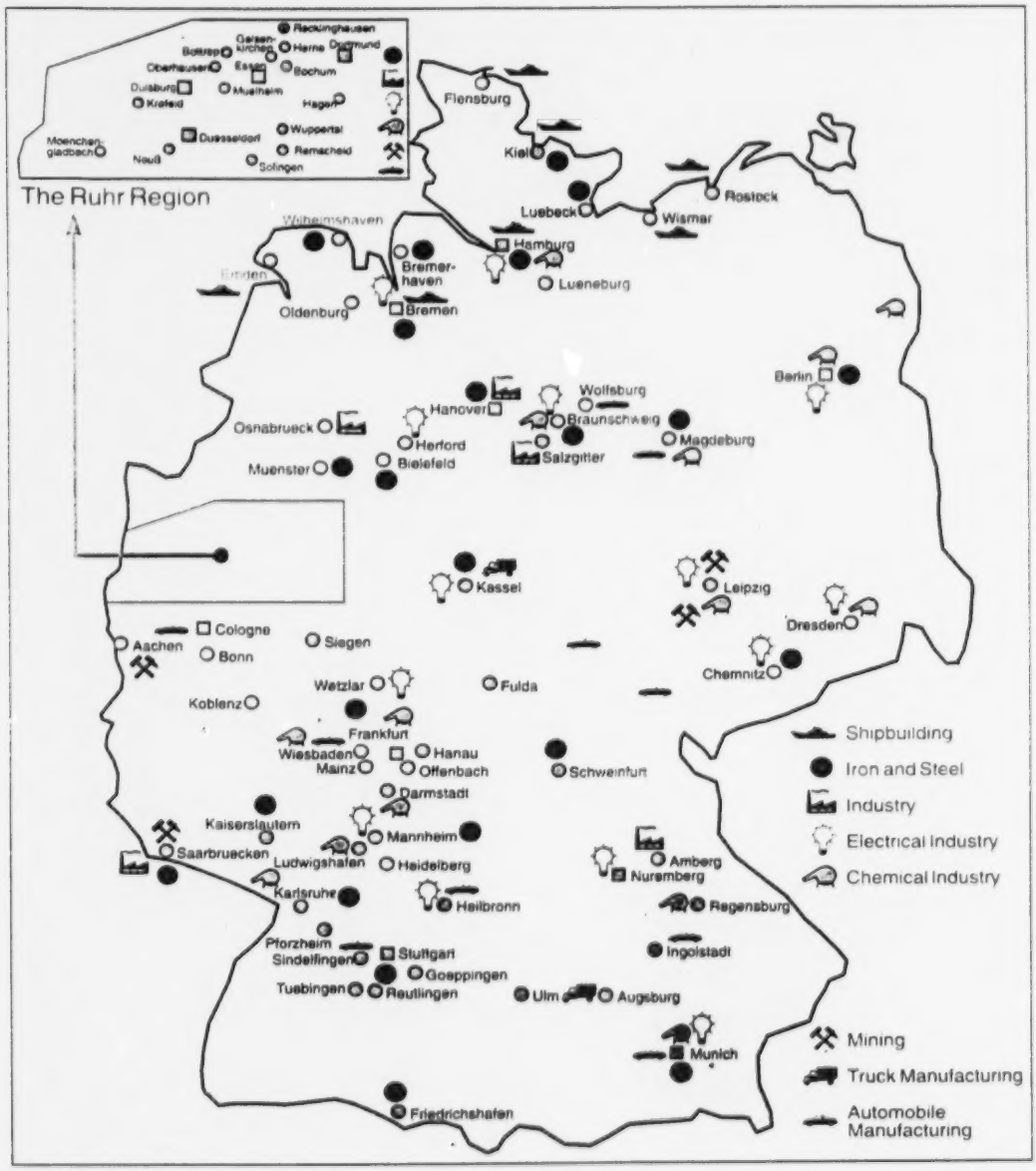
4. What are the three problems caused by acid rain (both in Germany and in the United States)?

5. Explain the relevance of the acid rain problems in Germany for people living in the United States.

Important Industrial Areas and Location of Mineral Resources



Types of Industries



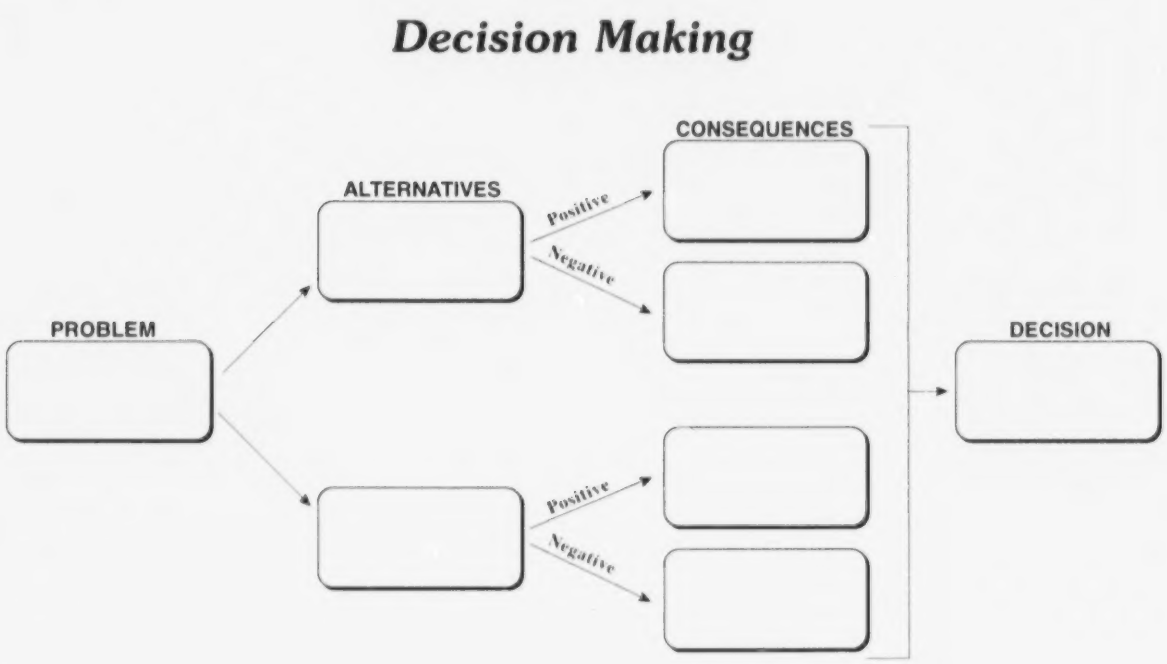
Environment vs. Employment Scenario

The members of Parliament of the German state of Saxony-Anhalt, located in eastern Germany, want strict air and water quality standards. They have discussed the fact that 90% of the factories in their state are powered by coal which is high in sulfur and produces great amounts of thick black soot. This pollutant not only settles on the buildings and vegetation in the area, but also travels great distances in the upper atmosphere to later be deposited on the earth's surface. Serious health problems, most especially among children and the elderly, have been linked to this air pollution. Additionally, many of the factories in the state are involved in the chemical industry. Some of the waste from these factories is toxic and often escapes into the rivers and streams, making them unfit for organisms to survive. Therefore, the fish, and most plant species in them have been killed.

The parliament must consider these serious environmental hazards, but it must also examine the consequences if these factories are closed. Thousands of men and women will be without jobs. This comes at a time when the government has moved away from a socialist economy which subsidized an individual's income, rent, utilities, food, and health care. Now, the people are learning to live in a free market economy in which people must find and keep their own jobs, and pay more for rent, utilities, and food. For the first time, people are having to pay property taxes and share in the cost of their health care.

How should this issue be solved?

Decision Making Chart



L4

Lesson 4 Cultural Diversity in Germany

Lesson Objectives

The student will be able to:

- discuss the importance of and challenges presented by changes in immigration to Germany and the United States.
- analyze Germany's position on immigration and the types of people wishing to establish citizenship.

Materials and Resources

Activity 1 — Foreigners in Germany

- Worksheet 4.1 "Map of the Continental United States"
- Worksheet 4.2 "Map of Europe"
- Compass for drawing circles to scale
- Transparency 8 "Foreigners in Germany"
- Handout 4.1 "Foreigners in Germany"

Activity 2 — Immigration to Germany

- Handout 4.2 "Basic Law"

L4

ACTIVITIES

Activity 1 — Foreigners in Germany

Distribute copies of Worksheet 4.1 "Map of the Continental United States", Worksheet 4.2 "Map of Europe" and a compass to groups of students. Direct the groups to extend the radius of the compass to equal 500 miles as indicated by the scale on each map. Placing the point of the compass on St. Louis (S) and Frankfurt, Germany (F), ask groups to draw circles on both maps. Repeat the same procedure using 1,000 miles as the radius instead of 500 miles. Ask student groups to compare observations about the cultural diversity found within each pair of circles, particularly what challenges are posed by traveling 500 miles east of Frankfurt as opposed to traveling 500 miles east of St. Louis.

Students should discover that there is far more cultural diversity within a 500 mile radius from Frankfurt than there is within a 500 mile radius from St. Louis. Because of the proximity of diverse cultures around Germany, contrasted with the ethnic homogeneity within European nation-states, immigration and refugee asylum are different for Germany than for the United States. Have students analyze Transparency 8 and Handout 4.1 "Foreigners in Germany" to verify how many different cultural groups are immigrating to Germany.

Activity 2 — Immigration to Germany

While there have been attacks on foreigners in many European countries, in Germany these attacks often raise the specter of the Nazi past. On the other hand, postwar Germans have given refuge to numerous political activists who fled regimes of oppression.They encourage the integration of foreign-born workers and their families into Germany's society, and as champions in foreign travel, are not known to be xenophobic. Distribute copies of Handout 4.2 "Focus on Foreigners in Germany" for students to read about contemporary attitudes and events on immigration to Germany. Then, have students analyze Handout 4.3 "Basic Law" and within groups compose recommendations to Helmut Kohl as to whether the existing Basic Law relating to immigrant citizens should be upheld or revised in some other way.

One way to focus students research and analysis is to pose the question about what kinds of restrictions, if any, should be placed on immigrant groups and refugees entering Germany. What type of pressures and concerns exist in Germany that affect such a decision which may or may not exist in the United States? For example, factors to consider include:

- How would you, as a renter during a housing shortage, feel about foreign newcomers?
- What attitude differences remain between former East and West Germans?
- Since local authorities in Germany must provide asylum seekers with housing, medical services and an allowance, how do more established citizens feel about the recent influx of refugees?

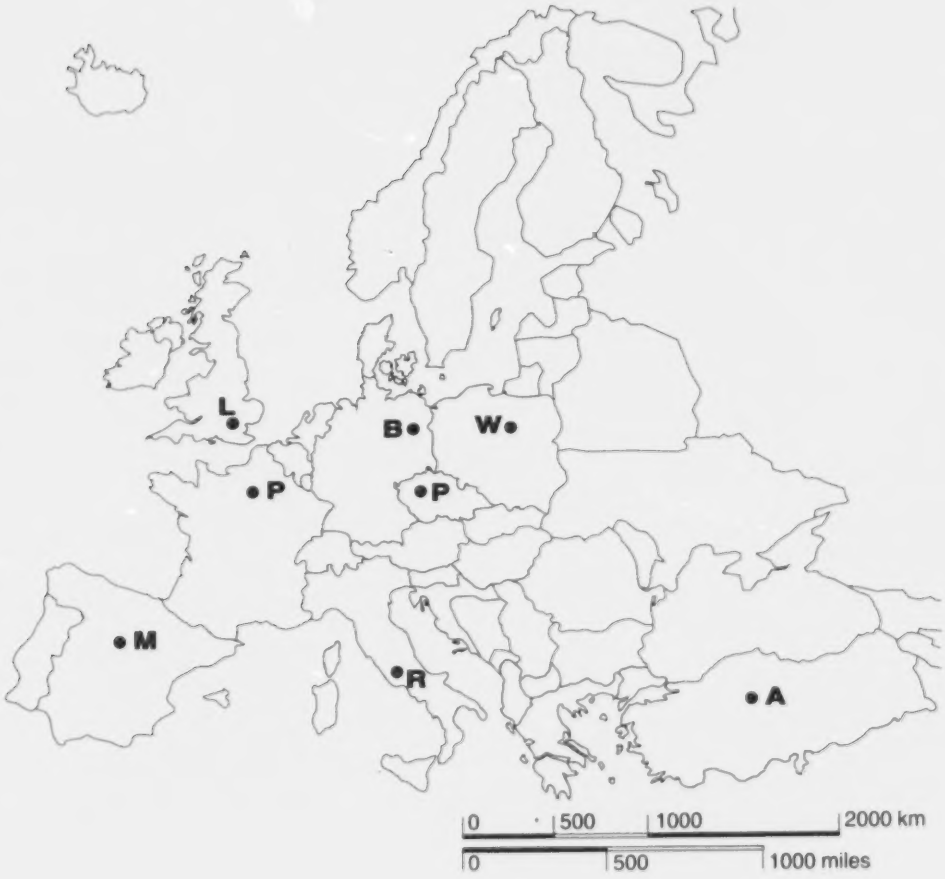
These recommendations can take the form of written reports or oral presentations from the various student groups.

Map of the Continental United States

Key to Letters on the Map:
United States:

A	Atlanta, Georgia
D	Denver, Colorado
H	Houston, Texas
M	Miami, Florida
N	New York City, New York
S	St. Louis, Missouri
W	Washington, D.C.

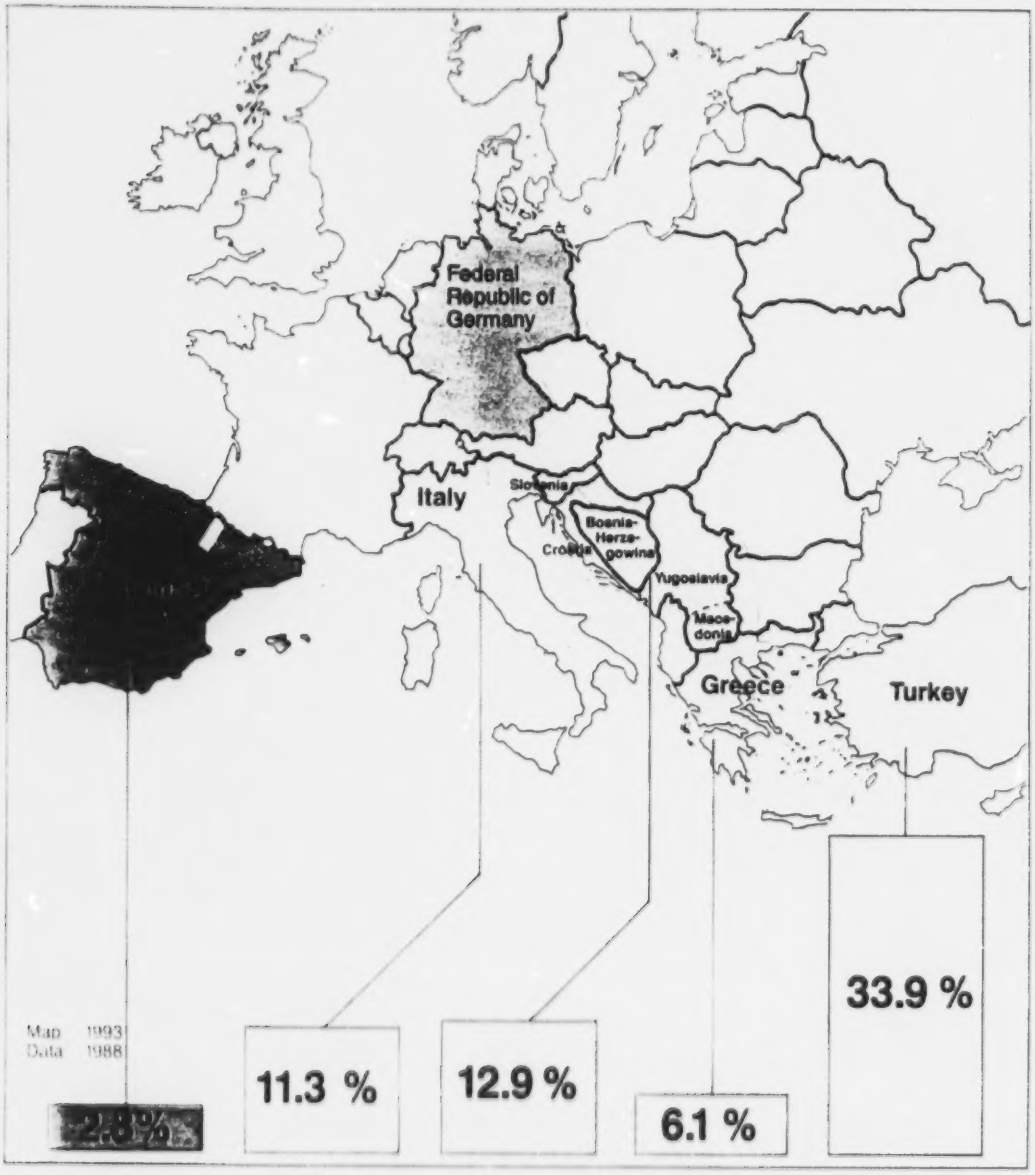
Map of Europe



Key to Letters on the Map:
Europe:

A	Ankara, Turkey
B	Berlin, Germany
L	London, Great Britain
M	Madrid, Spain
P	Paris, France
P	Prague, Czech Republic
R	Rome, Italy
W	Warsaw, Poland

Foreigners in Germany



Foreigners in Germany

In 1992, approximately 6.5 million foreigners lived in Germany (8.0% of the total population). Many foreigners live with their families in Germany.

The foreigners come mainly from the following countries:

Country	Number of People	Percent of Foreign Population
Turkey	1,854,954	28.5%
Former Yugoslavia	915,636	14.1%
Italy	557,709	8.6%
Greece	345,902	5.3%
Poland	285,553	4.4%
Austria	185,278	2.9%
Rumania	167,327	2.6%
U.S.	104,368	1.6%
Iran	99,069	1.5%
Morocco	80,278	1.2%
Lebanon	53,469	0.8%

(according to 1992 statistics)

Foreigners have been particularly attracted to industrialized areas. For the states in the western sector the numbers may be broken down as follows:

Baden-Wuerttemberg	1,190,785
Bavaria	991,859
Berlin (West)	382,792
Bremen	75,731
Hamburg	235,474
Hesse	745,570
Lower Saxony	425,801
North Rhine-Westphalia	1,812,264
Rhineland-Palatinate	258,888
Saarland	68,237
Schleswig-Holstein	125,850

In the eastern sector:

Brandenburg	54,976
Mecklenburg-Western Pomerania	22,544
Saxony	50,780
Saxony-Anhalt	33,929
Thuringia	20,312

In Germany in 1992 there were 2.8 million foreigners employed as "guest workers" [i.e., non-citizens with the equivalent of a "green card"], of which 1.9 million were male. Most of the "guest workers" are employed in manual labor. Most of the foreign workers come from the following countries:

Turkey	842,000
Former Yugoslavia	435,000
Italy	333,000
Greece	199,000

In 1992, 269,772 of the foreigners were unemployed.

Guest workers enjoy the same governmental benefits as do citizens, that is health insurance, job security, retirement benefits, aid to families and unemployment benefits. They often live in ethnic communities and maintain their own cultural identity.

People who are being persecuted in their native countries for political, racial, or religious reasons may seek asylum in Germany. In 1992 the number of people seeking asylum climbed to 438,191, which was 71.1% higher than in 1991. In 1991 the number of people seeking asylum climbed to 256,112. 65.1% of the refugees came from Eastern European countries. The countries of origin for refugees in 1992:

Former Yugoslavia	122,666
Rumania	103,787
Bulgaria	31,540
Turkey	28,327
Nigeria	10,486
Vietnam	12,258
Former Soviet Union	10,883

Because of the flood of refugees coming into Germany, new regulations are being passed to control them. The new federal states are being required to take in 20% of the refugees.

Basic Law

The Basic Law of the Federal Republic of Germany (May 23, 1949) is the constitution for Germany. The following Articles relate to immigration and German citizenship:

"Article 3
(Equality before the law)
(1)All persons shall be equal before the law.
(2)Men and women shall have equal rights.
(3)No one may be prejudiced or favored because of his sex, his parentage, his race, his language, his homeland and origin, his faith, or his religious or political opinions."

(Note: Recruited by the German government, the foreign (guest) workers who did not return home can apply for naturalized citizenship after 10 years. Many who have stayed have not been naturalized. Children of these foreigners born in Germany are not automatically granted German citizenship.)

"Article 16
(Deprivation of citizenship, Extradition, Right of asylum)
(1)No one may be deprived of his German citizenship. Loss of citizenship may arise only pursuant to law, and against the will of the person affected only if such person does not thereby become stateless.
(2)No German may be extradited to a foreign country. Persons persecuted on political grounds shall enjoy the right of asylum."

"Article 116
(Definition of 'German', Regranting of citizenship)
(1)Unless otherwise provided by law, a German within the meaning of this Basic Law is a person who possesses German citizenship or who has been admitted to the territory of the German Reich within the frontiers of 31 December 1937 as a refugee or expellee of German stock (Volkszugehoerigkeit) or as the spouse or descendant of such person.
(2)Former German citizens who, between 30 January 1933 and May 1945, were deprived of their citizenship on political, racial, or religious grounds, and their descendants, shall be regranted German citizenship on application. They shall be considered if they have established their domicile (Wohnsitz) in Germany after 8 May 1945 and have not expressed contrary intention."

(Note: People from Eastern Europe who can claim German ancestry, and who can get to Germany, will be granted all rights of citizenship. Many of them cannot speak the German language.)

"Article 119
(Refugees and expellees)
In matters relating to refugees and expellees, in particular as regards their distribution among the Laender, the Federal Government may, with the consent of the Bundesrat, issue regulations having the force of law pending the settlement of the matter by federal legislation. The Federal Government may in this matter be authorized to issue individual instructions for particular cases. Except where there is danger in delay, such instructions shall be addressed to the highest Land authorities."

(Note: Land and Laender refer to the states within the country. The Bundesrat is the Federal Council or the assembly of the federal state representatives.)

L5

Lesson 5 German Unification and Regional Changes

Lesson Objectives

The student will be able to:

- describe the historical and contemporary significance of unification as an issue for Germans and people of other nations.
- identify various linguistic and historical influences on German culture in various regions.

Materials and Resources

Activity 1 — Regions in Germany

- Transparency 2 "Landforms, Rivers, and Canals"
- Transparency 3 "Important Industrial Areas and Location of Mineral Resources"
- Transparency 4 "Types of Industries"
- Transparency 10 "The German Language"
- Transparency 11 "Radio and Television"
- Transparency 9 "German Unity"
- Transparency 12 "The Federal States of Germany"
- Teacher Resource 5.1 "The German Language"

Activity 2 — German Unification

- Teacher Resource 5.2 "German Unification Timeline"
- Transparency 9 "German Unity"
- Teacher Resource 5.3 "The Federal States"
- Handout 5.1 "Three Photographs"
- Worksheet 5.1 "Analysis of Three Photographs"

Activity 3 — Opening the Berlin Wall

- Handout 5.2 "Reflections on the Opening of the Border . . ."

Activity 4 — East German Perspectives on Unificaiton, Part A

- Handout 5.3 "Reflections of East German Teachers on Unification, July 1991"

Activity 5 — East German Perspectives on Unification, Part B

- Handout 5.4 "A Letter From Anne. . . ."

Activity 6 — World Press Views on Unification

- Handout 5.5 "Differing Views on Unification"

L5

ACTIVITIES

Activity 1 — Regions in Germany

The basic unit of geographic analysis is the "region," an area that is unified and distinguished by specific criteria. The most common type of regions are those displaying political power (e.g., nations, provinces, countries, cities), but there are countless other ways to define meaningful regions depending on the problem being considered. Some regions are defined by one characteristic such as a governmental unit, a language group, or a landform type, and others by the interaction of many complex features. While it represents an area of political power, Germany also can be examined in terms of the interplay of other factors. For example, from the end of World War II until 1990, East and West Germany were developing into distinct regions. This process is being reversed today.

Divide students into groups of three and show all groups the following transparencies in order: Transparency 2, Transparencies 3 and 4, and Transparencies 10 and 11. Ask each group to describe the type of region(s) defined by each set of transparencies. Then, have students discuss how the interplay of characteristics defined above influenced the creation of political regions as illustrated by Transparencies 9 and 12.

The following is guide for what students should conclude about each Transparency:

- Transparency 2--Physical features and environmental factors
- Transparencies 3, 4--Natural resources and industry location
- Transparencies 10, 11--Linguistic and communication patterns

The interplay of linguistic/communication patterns (see Teacher Resource 5.1 for information regarding the historical development of regional language differences in Germany), physical features, natural resources and location of industry serves to define political regions within Germany as illustrated by Transparencies 9 and 12. Next, have student groups use atlas data to analyze factors which define similar types of regions in the United States and prepare a set of maps of the United States showing information similar to that provided on Germany.

Activity 2 — German Unification

Using Teacher Resource 5.2 "German Unification Timeline," discuss the major events leading from the tearing down of the Berlin Wall to the unification of Germany. Show Transparency 9, which indicates the outline of the two Germanies and Berlin prior to October 3, 1990. The red lines dividing up former East Germany indicate the 14 administrative districts under Communist leadership. These 14 districts temporarily replaced the five German states which existed prior to World War II and which were reinstated during unification. (See Teacher Resource 5.3 for additional information about the states.)

The teacher should introduce events that were occurring in the United States and elsewhere in the world at approximately the same time. For example, Handout 5.1 (pages 1-3) shows a photograph of democratic demonstrations at Tianamen Square in China, the fall of the Berlin Wall, and Yeltsin's opposition to the attempted coup in the Soviet Union. Assign students to groups of three or four and provide each group with a set of the photographs. Also, distribute one copy of Worksheet 5.1 "Analysis of Three Photographs" and have each group fill in the chart with the specific information requested in each column. Then, discuss the relationship of the three events as related to the changing world order.

Activity 3 — Opening the Berlin Wall

Handout 5.2 includes excerpts from reflections written by a 13- year-old West German youth and a male teacher in his forties in December, 1989, shortly after the Berlin Wall, the symbol of division of East and West Germany, was both symbolically and physically torn asunder. Have students read the excerpts or read desired sections to them. Ask students:

- How does each writer feel about the events he witnessed?
- What positive things does each cite?
- What concerns does each raise?
- All things considered, does each have a favorable view of what transpired and of the future?
- Are you surprised by any of their views? Why?

L5

Activity 4 — East German Perspectives on Unification, Part A

Handout 5.3 contains reflections and observations recorded by American educators visiting Lower Saxony, a state in what was formerly East Germany. Distribute the handout to students, make a transparency, or read selected portions to students. Have them describe the feelings conveyed, identify specific points raised by the various writers, and compare the observations with those in Handout 5.2. Ask students:

- What emotions and feelings are conveyed? How did the East Germans feel about unification?
- What indications do you find in these excerpts of restrictions placed on personal freedoms under the old regime in the GDR?
- What changes in their daily lives are people in the eastern section of Germany experiencing? Are these "good?" "bad?" On what basis do you make your judgment?
- Have you ever had an experience similar to that described in excerpts #2 or #4? Explain.
- What do you think the headmaster meant by his statement (#8)?
- What is your reaction to excerpt #9? Compare this statement with excerpt #7.
- How do these comments compare with those offered in the earlier handouts we read (Handouts 4.2 and 4.3)?

Activity 5 — East German Perspectives on Unification, Part B

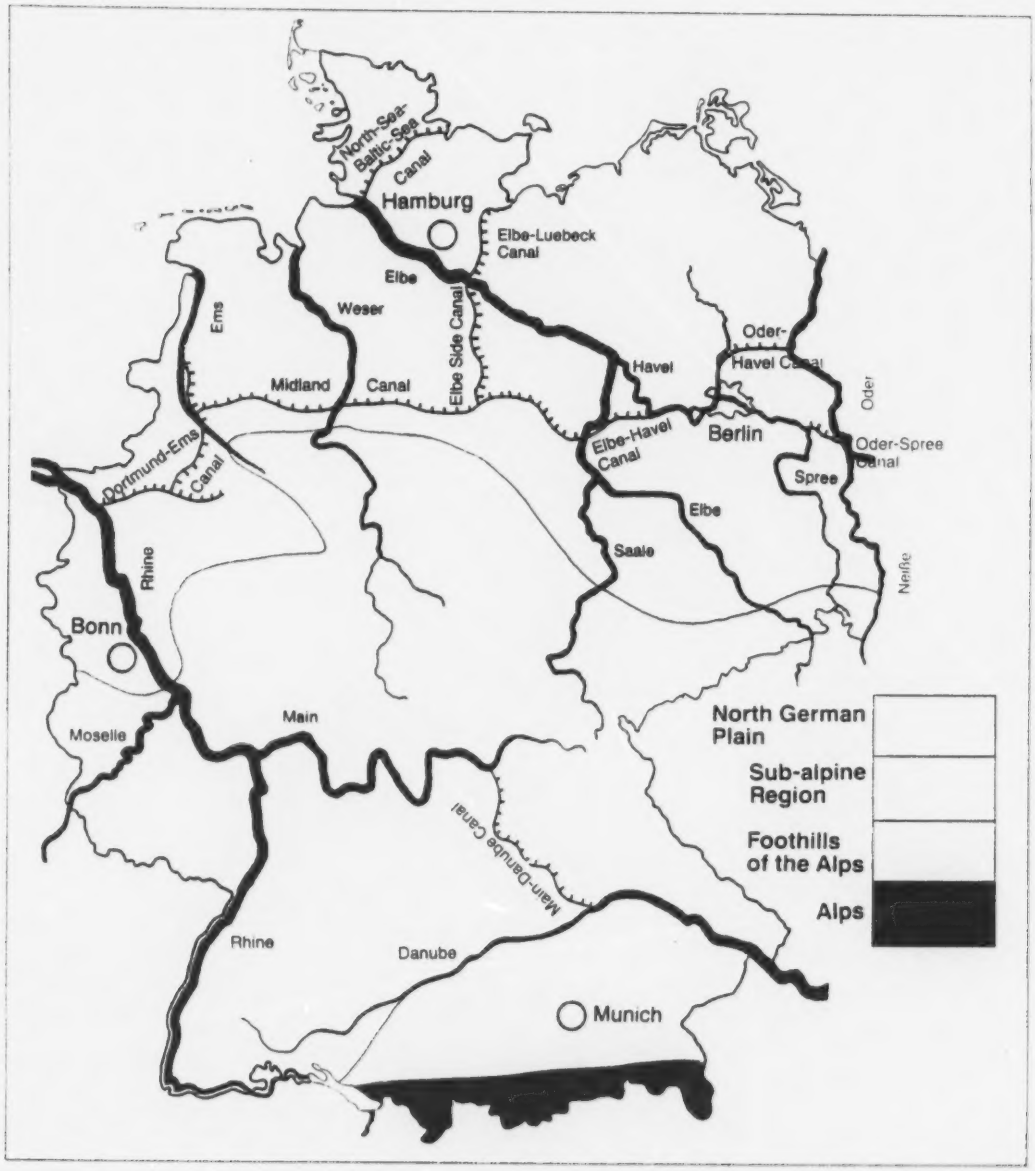
Handout 5.4, "A Letter from Anne . . .", written in August 1991, provides one East German's perspective on the significance of "The Wall," the regime under which she lived and the events that led to the tearing down of the Wall and to unification. Distribute copies of the handout for students to read, or read selected portions of it to students. Ask students to consider the following:

- Why didn't Anne leave East Germany? What do you think of her decision?
- What clues can you find about Anne's feelings about the regime under which she lived and worked?
- How did the Wall affect her life?
- What was Anne's reaction to the fall of the Wall? What do you make of her reaction?
- How does Anne's reaction to the events of the fall of 1989 compare to those of Heinz and Hendrick (Handout 5.2)?

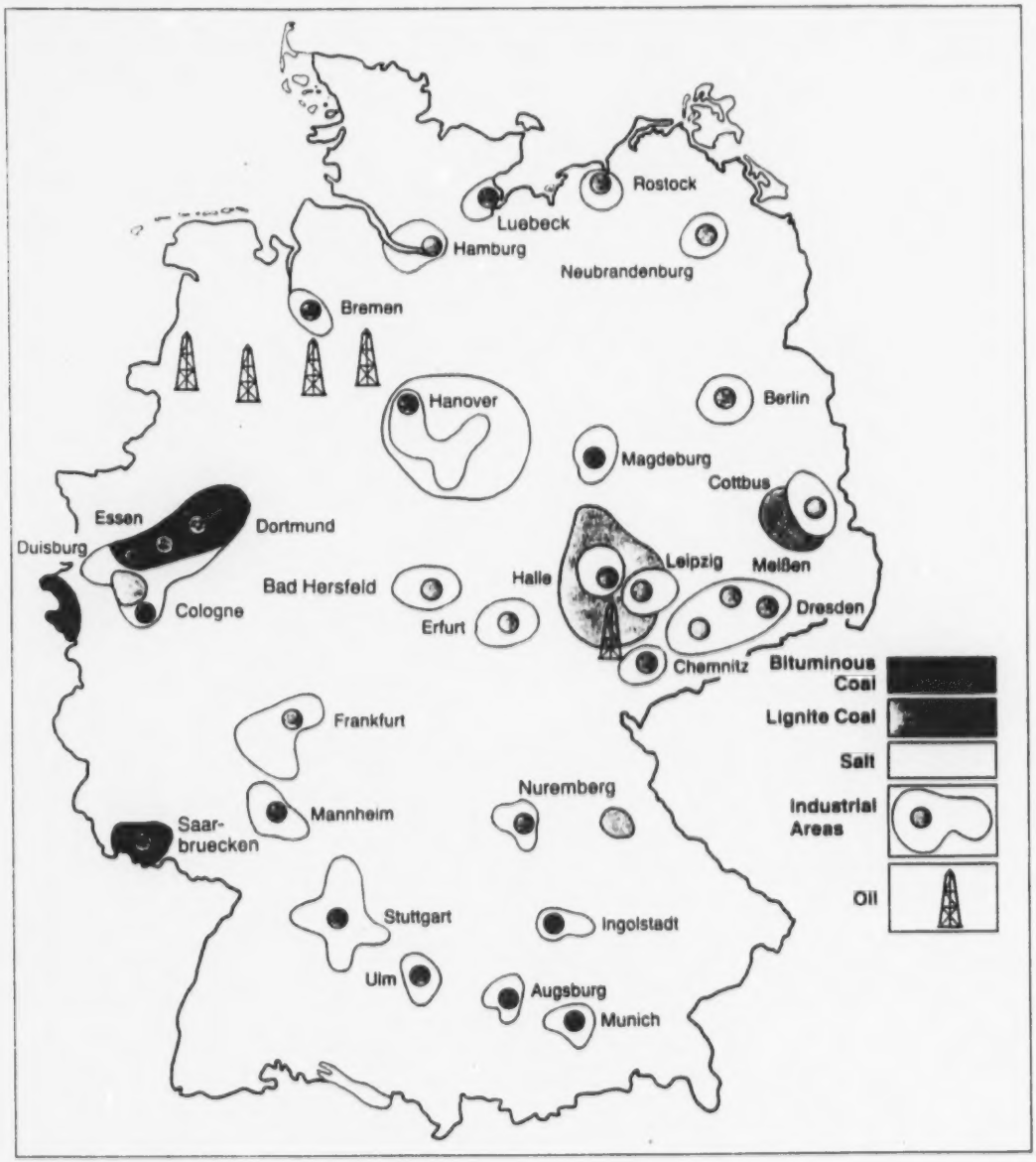
Activity 6 — World Press Views on Unification

Handout 5.5 contains selected views from *The World Press Review*. The handout contains three questions for students to consider as they read the selections. Distribute the handout and have students read it and then discuss the questions.

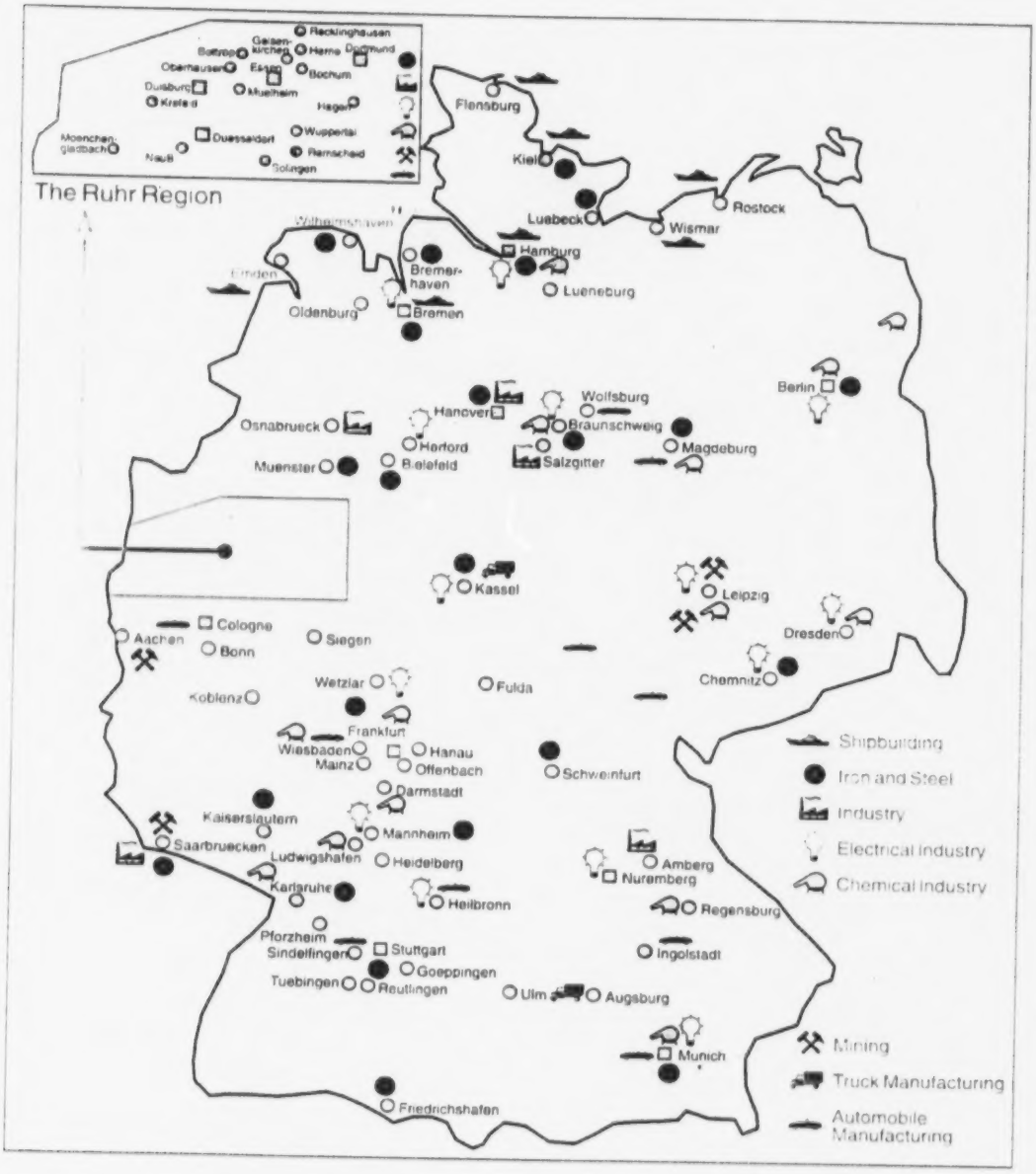
Landforms, Rivers, and Canals



Important Industrial Areas and Location of Mineral Resources

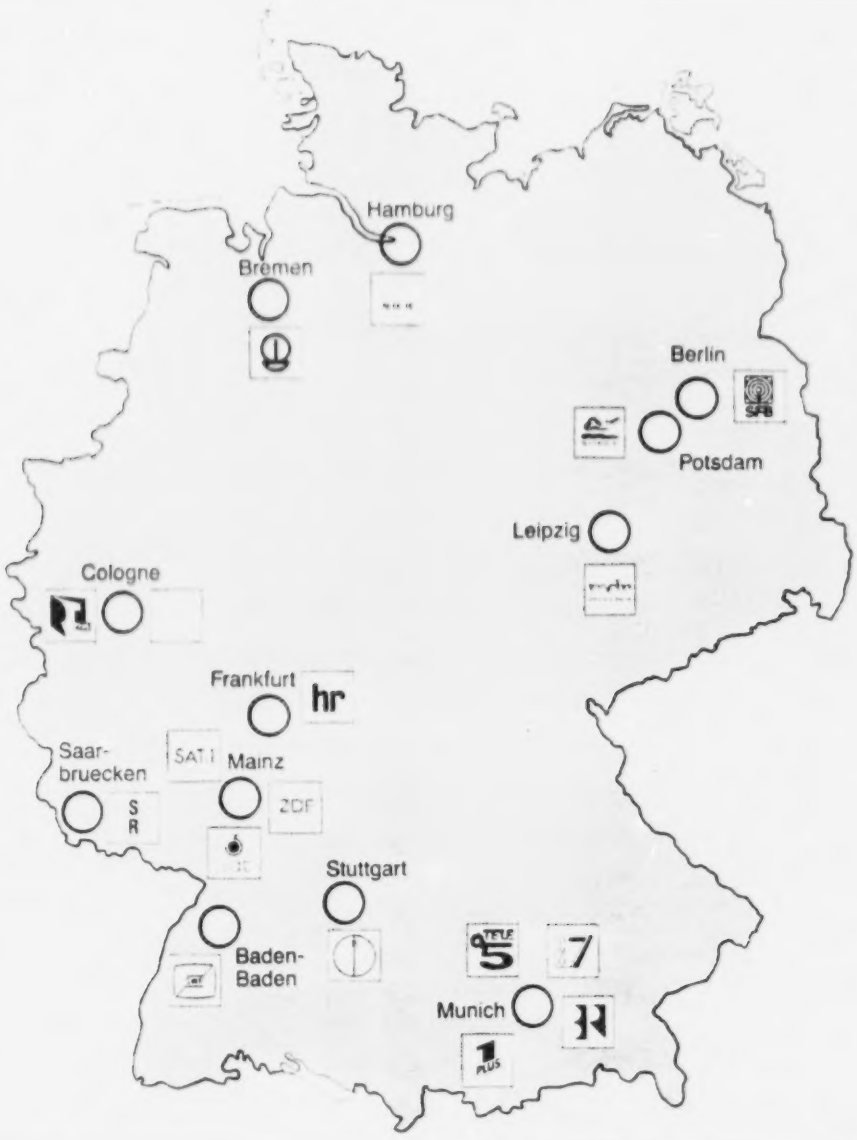


Types of Industries



The German Language

Radio and Television



German Unity

Western/Eastern States

The Federal States of Germany

The German Language

German is a Germanic language and is closely related to Dutch, Frisian, English, and the Scandinavian languages.

Because of migrations of its original speakers the Germanic root language developed into many different languages. The terms usually used for the broad division of the Germanic languages are East Germanic, North Germanic, and West Germanic. German comes from West Germanic, or to be more precise, High German, the standard form of the language, which is really somewhat artificial standardization of several closely related dialects.

The history of the German language is roughly divided into three main eras: Old High German (ca. 750-1050), Middle High German (1050-1350) and New High German, which is from approximately the time of Luther to the present. The history of the German language is a history of gradual development, in which various sources and even single individuals played a part. Developing along with the standard language and its various root languages are spoken regional "every day" forms of the language, or "colloquial" language.

Contact with other languages has played a large role in the development of German. Up until the 12th century German was heavily influenced by Latin. This is shown by such words as Fenster (window) from Latin fenestra, or Mauer (wall) from Latin murus, or Wein (wine) from Latin vinum. Greek influences were felt during the Humanistic period in Germany. About 1200 German expressions come from French. In the 16th and 17th centuries the French influence was particularly strong. From this period come the words Möbel (furniture), Mode (fashion) and Adresse (address). At the end of the 19th century English became a very influential language. Parlament, Sport, and Streik (strike, as in job stoppage) are words borrowed at this time. In the 20th century American English has had a major impact on German. The influence is seen not only in vocabulary, but also in grammar. These words are typical of the words borrowed from American English: Teenage, Manager, Joint Venture, Musical.

German is the mother tongue in Germany, Austria, and part of Switzerland, although it is "colored" mostly by a dialect and enriched by special expressions. It extends also into Luxembourg, Belgium, Alsace-Lorraine and Northern Italy. There are "islands" of German speakers in Eastern Europe, especially the Balkans, Poland and Russia, in Pennsylvania, western Kansas, and in Ontario, as well as Central and South America and in South Africa.

Today a standard form of the language is written and understood, but not necessarily spoken everywhere. Many Germans speak a dialect, but almost everyone is influenced by regional peculiarities. These peculiarities can be in vocabulary as well as pronunciation. While people in the north call Saturday Sonnabend, people in the south say Samstag. The same thing goes for Brötchen and Semmel, both of which mean "(bread) roll." There are differences, for the most part in vocabulary and pronunciation, between German spoken in Germany, Austria, and Switzerland. The people in former East Germany have a somewhat different vocabulary than those in the west - the differences are partly due to certain ideological models of the past.

Dialects are not just "incorrect standard German," but self-contained systems [that is, they did not degenerate from standard German, but have a history of their own] with their own grammar, vocabulary and pronunciation. Many dialects are considerably different from the standard language. The further two dialects are from each other geographically, the more unlikely it is that the speakers can understand one another. The best known dialects are Bavarian, Swabian, and Saxon.

The boundaries between the dialects that are shown on Transparency 10 are not boundaries in any real sense. They only help to show the region in a very general way.

German Unification Timeline

Unification of the two German states could not have taken place without Germany's post-war reconciliation with the West, which occurred under Konrad Adenauer and its reconciliation with the East, which occured under Willy Brandt. After 40 years of being separated, the two German states became united on October 3, 1990. The movement of refugees, the peaceful mass demonstrations, the growing political power of the opposition, and the East-West-détente were the driving factors that led to the end of the 40-year-old rule of the Communist Party (SED) in East Germany. The following chronology shows the important steps on the path to German Unity.

Summer 1989 Floods of citizens of East Germany begin to flee the country. Many seek asylum in West German governmental agencies in East Germany and the West German Embassies in Budapest, Prague, and Warsaw, which have to be closed when they become too full.

September 11, 1989 Hungary opens its borders. Inside of three days more than 15,000 East Germans cross over Hungary and Austria into West Germany. At the end of October the number reaches 50,000.

September 30-October 1, 1989 The approximately 6,000 refugees in the West German embassies in Warsaw and Prague are allowed to go to West Germany. They cross the GDR in locked railway cars.

October 6-7, 1989 At the official celebration of the 40th anniversary of the founding of East Germany, the Soviet head of state Mikhail Gorbachev urges the East German government to reform.

October 16, 1989 In Leipzig 100,000 people demonstrate for democratic reforms with the cry "We are the people!" [Wir sind das Volk] (Subsequently, the so-called "Monday Demonstrations" take place every Monday.)

October 18, 1989 The Central Committee of the Communist Party relieves government and party boss Erich Honecker of all power and chooses Egon Krenz as his successor.

November 4, 1989 A million people demonstrate for reform in East Berlin. East and West Germans meet in a highly emotional atmosphere at the Wall.

November 7-8, 1989 The government of East Germany resigns. The entire politburo [governing body] of the Communist Party resigns.

November 9, 1989 East Germany opens its borders to West Berlin and West Germany.

November 17, 1989 The new government of East Germany under Prime Minister Hans Modrow begins work. The protest demonstrations of the citizens continue. The cry for the unification of both German states gets louder, "We are one people!"

November 28, 1989 Chancellor Helmut Kohl presents to the West German Parliament a 10-point plan for moving toward German Unification, and continues to push forward the unification process.

December 22, 1989 The Brandenburg Gate in East Berlin is opened.

February 10, 1990 Chancellor Helmut Kohl and Foreign Minister Genscher meet in Moscow with General Secretary Gorbachev, who assures the Germans that they may live together in one state. Regular meetings took place subsequently with President Bush and France's President Mitterand concerning this issue.

March 18, 1990 The first free parliamentary elections in 40 years take place in East Germany.

April 12, 1990 The East German parliament chooses Lothar de Maizière, chairman of the CDU, as Prime Minister. The government consists of a great coalition, with ministers from many different parties.

June 21, 1990 The East German Parliament passes a treaty that outlines how East Germany is to unite with West Germany [the German-to-German State Treaty.]

July 1, 1990 The Economic, Monetary, and Social Union specified in the treaty takes effect. The German mark becomes the official currency unit.

August 23, 1990 The East German Parliament approves the entry of East Germany into the Federal Republic [West Germany].

August 31, 1990 The Unification treaty is signed.

October 3, 1990 East Germany enters into the Federal Republic according to Article 23 of the Basic Law [Germany's constitution.] The newly unified country decides to abide by the Basic Law. The Allies grant unified Germany complete and unrestricted sovereignty. The groundwork for that was laid in the Two-plus-Four Negotiations (the two German governments plus the four allied powers from World War II;the Federal Republic of Germany was represented at these negotiations by Foreign Minister Hans Dietrich Genscher).

October 14, 1990 State parliamentary elections take place in the five new German states [made from former East Germany].

December 2, 1990 The first election for the Federal Parliament takes place in unified Germany. At the same time city council elections are held in Berlin for the first time. The results of this election are a confirmation of the policy that led to German unity.

German Unity

The Federal States

Germany has a federal system of government. As of October 3, 1990 the country consists of 16 federal states.
The federal states of Germany are:

State	Capital	Area	Population	Population Density
Baden-Wuerttemberg	Stuttgart	35,751 km²	9.6 million	269 km²
Bavaria	Munich	70,554 km²	11.2 million	159 km²
Berlin		883 km²	3.4 million	3,862 km²
Brandenburg	Potsdam	29,059 km²	2.7 million	91 km²
Bremen		404 km²	0.7 million	1,688 km²
Hamburg		755 km²	1.6 million	2,154 km²
Hesse	Wiesbaden	21,114 km²	5.7 million	268 km²
Lower Saxony	Hanover	47,344 km²	7.2 million	153 km²
Mecklenburg-Western Pomerania	Schwerin	23,838 km²	2.0 million	82 km²
North Rhine-Westphalia	Duesseldorf	34,070 km²	17.1 million	502 km²
Rhineland-Palatinate	Mainz	19,849 km²	3.7 million	186 km²
Saarland	Saarbruecken	2,570 km²	1.1 million	414 km²
Saxony	Dresden	18,337 km²	4.9 million	267 km²
Saxony-Anhalt	Magdeburg	20,445 km²	3.0 million	145 km²
Schleswig-Holstein	Kiel	15,729 km²	2.6 million	165 km²
Thuringia	Erfurt	16,251 km²	2.7 million	165 km²

The borders between the states in former West Germany have not been changed since World War II. The "new" states of Thuringia, Saxony, Saxony-Anhalt, Brandenburg, and Mecklenburg-Western Pomerania had been formed in East Germany after World War II by the Soviet military administration but were dissolved in 1952 by the East German government and replaced by other administrative districts (see Transparency 9). In 1968 the states were blotted out of the East German constitution. The reinstatement of the five former states was a condition for the entry of East Germany into the Federal Republic. This was achieved on July 23, 1990 by the passing of a law. According to the German constitution, it is possible to change the way the states are divided. Considering the way things are at present, many suggestions have been offered on how the states could be re-organized to improve the economic situation.
The state parliaments are newly elected every four years (every five years in North Rhine-Westphalia, Rhineland-Palatinate, and the Saarland.) On October 14, 1990 the first free state parliamentary elections took place in the new states.
The size of the state parliaments varies according to the size of the state, from 23 representatives in the Saarland to 129 in Bavaria.

The Federal States

Parties represented in the parliament:

- The CDU - the Christian Democratic Union (in Bavaria: the CSU - the Christian Social Union)
- The SPD - the German Social Democratic Party
- The FDP - the German Free Democratic Party
- The Grünen - the Greens (now together with the former "East-Greens", known as "Alliance '90")
- The PDS - the Democratic Socialist Party (which is the party that replaced the SED - Socialist Unity Party in the former East German states.)

The federal states also take part in the decision-making process at the federal level. The members of the second chamber of the federal parliament (the Bundesrat) represent the federal states. Each state sends from three to six members, depending on the size of the state.

Each of the federal states collects its own taxes, but part of the taxes collected go to the federal government. Part of the federal portion of the taxes at the present time is going to pay for development in the five new states.

The responsibility for cultural matters (including education) lies entirely with the federal states.

In order that there not be too great a difference in quality of life among the different federal states, the more economically strong states give part of their tax revenues to the more economically less developed states, thus evening out the financial condition of the states (system of compensation, Finanzausgleich). In May of 1990 the federal government and the states united in creating a "German Unity" fund to which the states contributed 11.9 billion marks. There continues to be discussion on whether the old states should contribute even more to the development of the new states.

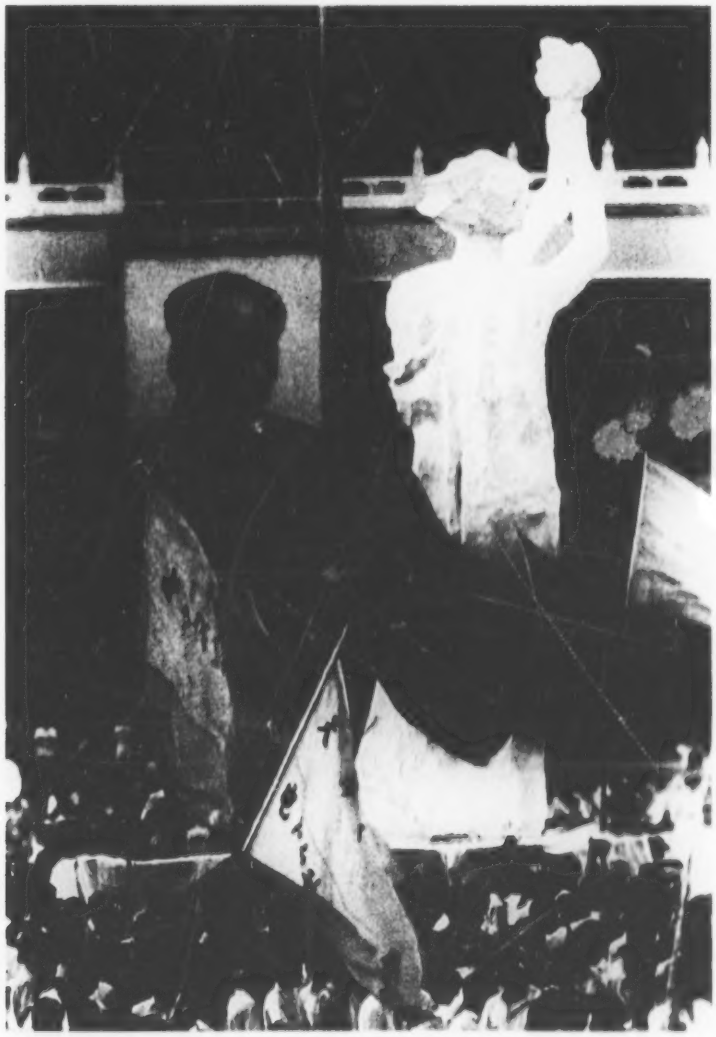
The borders between the states are not identical with the older tribal boundaries. The German dialects are also not restricted by state borders.

Three Photographs

Photograph A

Three Photographs

Photograph B



Three Photographs

Photograph C

Analysis of Three Photographs

	Photograph A	Photograph B	Photograph C
1. Who are the principal actors?			
2. What is happening?			
3. Where is this event taking place (what country)?			
4. When did this event happen?			

Analysis of Three Photographs

Key

	Photograph A	Photograph B	Photograph C
1. Who are the principal actors?	East and West Berliners	Chinese University students	Boris Yeltsin
2. What is happening?	the Berlin Wall is being torn down and people are crossing through it	pro-democracy demonstration	Yeltsin is speaking out against coup
3. Where is this event taking place (what country)?	Germany (Berlin)	China (Tianamen Square)	Russia (Moscow)
4. When did this event happen?	1989	1989	1991

Reflections on the Opening of the Border . . .

. . . by Hendrik,
a 13-year-old grammar school student in West Germany,
December 1989

Because there are now approved exit visas you find endless (lines of people) at border crossings. Welcome money, empty department stores in the areas close to the border; in Berlin e.g. they had price tags in Deutschmark East. These were the buzzwords in the weeks after the opening of the border. Practically without force the Wall got opened, border crossings were made passable again. Joy and jubilation seemed never ending. The absolute highlight may have been the opening of the Brandenburg Gate. People from all over the world came to witness this joy. After all these points also the negative ones must be mentioned: there were hooligans and rowdies, 'wallpeckers' who hammered pieces from the wall to keep as a souvenir or to sell.

My opinion on all this is that it is no solution that all people who have a bad standard of living in the GDR come over to us. I think it is better to start from scratch than to sweep the problems under the carpet. I think it is self-centered to say: "I go west, that is better for me!" One should remove the real problems and do it together. As far as unification is concerned I think that on one hand it would be good if people from East and West could come together again but on the other hand we will have to pay a lot of money to help people in the GDR: housing, pollution of the environment, public buildings, etc.

Reflections on the Opening of the Border . . .

. . . by Heinz,
a West German teacher in his forties,
December 1989

Considering the dramatic changes in the GDR, I have been particularly struck by the pictures of tens of thousands of refugees from GDR, the cordial welcomes at border crossings and railway stations, and by the moving scenes at the opening of the Berlin Wall and the Brandenburg Gate, all of which displayed a feeling of belonging together which nobody had thought possible.

Forty years of division and separation have not been able to prevent or diminish the wish for unification. This feeling and this wish exist on both sides of the border. That this feeling of togetherness is beginning to be replaced by scepticism on this side is due to the fact that many people are beginning to realize that emotions are not sufficient to integrate new citizens.

Two thousand new arrivals from the GDR are having an effect. The housing market is absolutely empty. The situation with 2,000,000 structurally unemployed is very tense, social support for new arrivals is tearing holes in budgets of federal, state, and local governments. Now many people believe that it is not fair for the GDR refugees to get preferential treatment with jobs and housing. Some sort of "social envy" is beginning to have an effect . .

Personally I am struck by the following:

- how the speed of events obviously also favors undifferentiated, quick fixes.
- how at present a feeling of congratulating oneself, of being with the winner, is being articulated.
- how much conceit and condescension there is in recommending to people in East Germany what is good for them. We now somewhat playing the part of the Americans after 1945, the "rich uncle from the West"; there seems to be an FRG "Marshall Plan" for a profitable takeover of still a relatively white spot on the map for investments of West German industry with an expected high profit margin.
- how smugly the market system is again hailed as the only successful one as if the last thirty years have not shown with great clarity how we are in the process of irreversibly destroying the living conditions of future generations through the "capitalist" ways of production, of consumption, of energy wasting, of environmental destruction, of dulling people via media, of profitable sale of drugs, of violence, of technology, etc.
- how the timid attempts of talking about alternatives are being discredited by pointing to the normative power of all events: "As everyone can see there is no functioning socialism." . . .

Internationally people are rediscovering the fear of a Germany which could play an all-powerful economic and political role in Europe; on the other hand they are expecting Germany to play a greater role in solving the world's problems. Vaclav Havel, the writer and current President of the CSR, comments that "Whether Germany has 60 or 80 million people, is not the point. If this democratic and social state is based on the rule of law, we need not be afraid of unified Germany".

[The current period is] characterized by new "openness." Open for quite new and unthought forms of integration and international understanding, but also under threat from old political structures, economic interests and a fundamentalist consciousness that is closed to the necessity of new global thinking. Now that old images of enemies which legitimized the arms race have become obsolete, mankind could now concentrate on that which really is existential, i.e. securing our existence. The changes in Central and Eastern Europe could be the start of a new phase of securing global peace and global resources.

Reflections of East German Teachers on Unification, July 1991

The following excerpts are from travel diaries of a group of American educators who visited Germany in June-July, 1991. They spent most of their time in Saxony- Anhalt, a former east German state that bordered West Germany. They were hosted by German teachers of English (many of whom also taught Russian).

1. **Halberstadt teacher and wife of an architect**
   "I was not allowed to have contact [travel outside the GDR] with my colleagues in other places. I'll never forgive them for that -- for all the years I lost... I received a magazine from friends in the USA. The Stasi [secret police] found out and came to my house and took it. They told me never to communicate with these people again. I didn't until 'the change' five years later. My friends thought I was dead." There was a sadness in her voice, but also joy as she recounted her story.
2. **A male teacher from Magdeburg in his late forties**
   "I remember going to Berlin and walking up to the Brandenburg Gate and looking over to West Berlin.." His face filled with emotion, his eyes became tearful and his voice trailed off. He then recalled his elation when he heard the Wall had come down, and his first experience in revisiting the Brandenburg Gate and walking through it from East Berlin to West Berlin. "It is hard to describe in words the feelings one has at a time like that," he said.
3. **On a journey across the Harz Mountains, a former East German woman recalls her grandfather's longing for a united Germany**
   "We are German and we must be united," she recounted. With sadness in her voice she said, "He died before he could see the unification".
4. **A woman from Halberstadt, married, no children**
   "My husband and I drove to Goslar [a West German town across the border] after the fall of the Wall in November and just prior to Christmas. We stood in the town center. There was a tall Christmas tree; the smell of roasting nuts in the air; snow was falling; and the shop windows were filled with all kinds of marvelous goods -- things we had never seen before and never dreamed we could buy. We thought we were in fairyland."
5. **A male local government official from Halberstadt**
   "With the push of button, everything in eastern Germany must be like in West Germany, where it has taken 40 years to develop. . . "Democracy only lives at the local level."
6. **A 59-year-old woman teacher, unmarried, nearing retirement**
   "Many people [in East Germany] would rather have had two Germanies, but unification was a necessity."
7. **Halberstadt teacher, married, in her fifties**
   "From the cradle to the grave we were taken care of by the government. Now we don't know how to make decisions for ourselves."
8. **A male school headmaster from Magdeburg**
   "The psychological walls are higher than the Wall."

A visiting American's summary observation
"In one respect the East Germans traded security for freedom. The change brought political freedom, but the change is painful for many who have lost economic and social security. Unemployment is high and will get higher. Some former East Germans feel their system had some desirable features and they should have been able to retain those, but the West Germans have required that things be done in the former eastern states as they are in the rest of the FRG. Although not all acknowledge it openly, some do express the view that they feel like second-class citizens."

A Letter from Anne . . ."

Anne, a 59-year-old teacher from what was formerly East Germany, wrote a letter in August, 1991, reflecting on the significance of "The Wall" and the events that led to its destruction and the eventual unification of Germany.

Let me begin with the fact that "The Wall" overshadowed the greater part of my life. I was 57 years old when it came down in November 1989. When studying in Berlin in the early 1950's (age 19) I had my first experience with Berlin as a "divided" city ... I used to visit my relations in West Berlin quite frequently, or I simply went window shopping or watched an interesting film there. At that time it was easily done, you bought a ticket for the underground or suburban [train] ... but you had to be prepared to undergo searching by customs officials on leaving or arriving at the "Ostsektor" (Eastern part of Berlin). Of course, it was rather unpleasant to see prosperity in the western part and lack of goods in our part accompanied by ... ideological tutelage.

My first teaching job took me to Halberstadt (1954), a medium-size town in the foothills of the Harz Mountains. Up to 1961 I continued with my visits to West Berlin, the last time some days before the Berlin Wall was erected. Two colleagues and good friends of mine, a young married couple with two children, I had illegally left the GDR via Berlin. I had decided to stay, because my parents lived in Eastern Germany. I was their only child and hated the idea of leaving them to themselves at an age when they needed my help. Besides, I had just started to build my first home with my own money, and I enjoyed teaching and the friendly atmosphere at my first school.

Overnight [when the Wall went up] the discussions with friends whether to go west or to stay had come to an end. From 1961 on, until July 1989, I was never allowed to travel west and visit my numerous relatives in West Germany and West Berlin. I had tried several times to get permission on the occasions of weddings or serious illnesses in the family, but according to the especially strict regulations for teachers my requests were always answered negatively.

Our then Minister of Education ... had made the point: "The FRG is no country for teachers to travel to". (Our colleague whose mother had died in West Germany was not allowed to take part in the funeral.) Not only couldn't you get permission to leave -- you also had to answer questions about your western "contacts" in the principal's office -- and you were urged to give up or restrict your contacts. All this had to be seen against the possibilities of losing your job, if you expressed your opinion too freely.

Discontent among teachers was steadily increasing, all the more as "normal" people (not teachers) had better chances to get a visa. In addition, the economic situation became worse and worse - so thousands of people, especially young ones, took the chance of turning their backs to the socialist GDR [by leaving] via Hungary and Czechoslovakia.

When the Halberstadt "New Forum" and the church initiated meetings ... (similar to Leipzig and other big cities) where citizens could speak their minds, more and more people of Halberstadt, and and other teachers, joined too.

Within a very short time there was not enough space for all inside the church, so the crowd assembled in front of the church listening to the speeches over a loudspeaker, and after the meeting a long peaceful procession of people moved through the main streets, the participants carrying candles and shouting slogans against socialist policies and especially against the Stasi (security forces). This was done every Wednesday for weeks. It was an exciting time.

You picked up new hope for a "change". This meant first of all: No more state or party interference in our lives and the right to travel freely. I (and many others, too) did not think of currency [financial] union or even unification in those days.

And then there was the opening of "The Wall". I learned about it when I watched the news on TV. I could not believe my eyes and ears - I was stunned and unable to move in my armchair, looking at the picture breathlessly.

Recollecting the events now I must say that my first reaction was not boisterous joy, I did not scream and laugh as others did - I felt empty, as if all strength had gone out of my body. The next re-

A Letter from Anne . . ."

action resulted in a question to myself: How long will it last?

Thousands of people rushed to their cars - they wanted to cross the borderline (which is about 30 km away from Halberstadt) and found themselves in a long, long queue. My neighbors - after waiting three hours in the exhaust gases - gave up. Their children stayed on and were successful after four hours and passed through crowds of [West Germans] applauding and throwing bottles of champagne into the "Trabis" [East Germans' auto]. One of my younger colleagues managed to get from Halberstadt to the Dutch frontier and back over this weekend ... I stayed at home watching the touching scenes between people of the two Germanies on TV. My first border crossing took place two weeks later. I visited a cousin in West Berlin. It took me about half an hour (as in the 1950's) to reach her apartment including passport control and the trip by suburban train. She had been a school girl when I had met her the last time in her parents' home.

Now I can travel west any time I like (if I have the money). In the remaining years of my life I will try to fill at least some of the gaps in my knowledge of Germany to get an impression of what my home country is like.

Differing Views on Unification

Below are opinions from selected newspapers around the world expressing a variety of views about the prospects of German unification. As you read these keep in mind that these views do not represent official government policy (an exception is Izvestia) and may not even reflect the views of large numbers of people in the countries where the papers are published. They do, however, illustrate the sharply different views that thoughtful people hold. As you read the comments consider the following questions:

a. What benefits or positive outcomes of unification do some of the writers see?
b. What concerns or worries some of them?
c. How important an event is unification for Germany? for Europe? for the world?

SYDNEY *Sydney Morning Herald (moderate):* [A united Germany] will be a massive beast, invincible at the summer Olympics and an unmatchable economy that shadows all of its neighbors, single-handedly wedging Central Europe back onto the map between the once-unchangeable notions of West and East. --Robert Whitehad

LONDON *Financial Times (independent):* The addition of East to West Germany would not make as much of a difference as is supposed; nor would a united Germany be as overwhelming in European affairs as some people believe. ...Modern Germany is a trading power. It is improbable that it would turn its back on the huge markets of the West to pursue a will-o'-the- wisp in the East. --Martin Wolf

BUENOS AIRES *La Prensa (conservative):* The Soviet leaders are resignedly presiding over the inevitable liquidation of the empire they inherited... There is every reason for the German nation to achieve full independence and union, what could be one of the most transcendent and beneficial accomplishments of our time.

TEL AVIV *Yediot Achronot (independent):* The slogan, "One nation, one land," that more and more West German personalities have been reciting in recent days has a discordant and terrifying ring. To those who remember history, it is reminiscent of the bestial battle cry, "One nation, one people, one leader," that expressed the goals of expansion harbored by Nazi Germany and led to World War II.

MANILA *Philippine Daily Globe (independent):* Fewer scholars will henceforth speak with total confidence of a Pacific Century. There is no question that we are not finished with Eurocentric world order. -- Blas F. Opie

PARIS *Le Monde (liberal):* We must insure that the unification of Germany and that of Europe move forward in parallel, so that the specter of hegemony does not again loom on the horizon... The cold war, waged in the name of ideological sympathies, has weakened the thrust of nationalisms. It is the duty of us all to make sure that the end of the cold war does not lead to their revival. -- Andre Fontaine

MOSCOW *Izvestia (government daily):* The allies' position is of considerable importance here. Bonn evidently realizes that their theoretical readiness to support the idea of unification...and practise this direction are two different things... We intend to build together a common European home in which the various "domestic arrangements" will obviously be preserved. Whether its tenants will feel at ease and safe and the need for locked cellars and attics will disappear . . . that depends on working out joint agreements. The key point is that the balance of interests of other Europeans must not be disturbed; and that the political, economic, and social structures of postwar Europe, which took decades to erect and now serve as the only guarantee of its future security, must not be destroyed. --Yevgeny Bovkun

Differing Views on Unification

ISTANBUL *Milliyet (liberal-reformist):* The merging of the Germanies would create a new superpower in Western Europe. All balances and areas of influence designed at Yalta would change. It is unclear how this process of stupefying speed will end. These are the possibilities that terrify the West.

TURIN *La Stampa (liberal):* History, that great joker, is laughing at all of those who so boldly announced its end. German reunification, a theme that seemed to have been mummified and buried, is resurfacing. Those in the West are least prepared for this, because they have always talked about unification, but rarely thought about it. The Soviet leaders are better prepared, having thought about it a lot without saying much. But all have been caught off-guard by the accelerating events . . .
No, history has not ended. --Barbara Spinelli

HAMBURG *Die Zeit (liberal weekly):* Even those who find themselves unable to accept two Germanies know perfectly well that, even in the best of all possible worlds, unity will come at the end of a long, long development that has only just begun; that it must not be allowed to occur under conditions that would tear us from the chains that have anchored us in the Atlantic and European communities from which, in past decades, we have found protection and support. It is also clear that unification will probably occur far more loosely than was the case with the German Reich that existed from 1871 to 1945 . . . And it is even clearer that the German question does not belong to Germans alone. --Theo Sommer

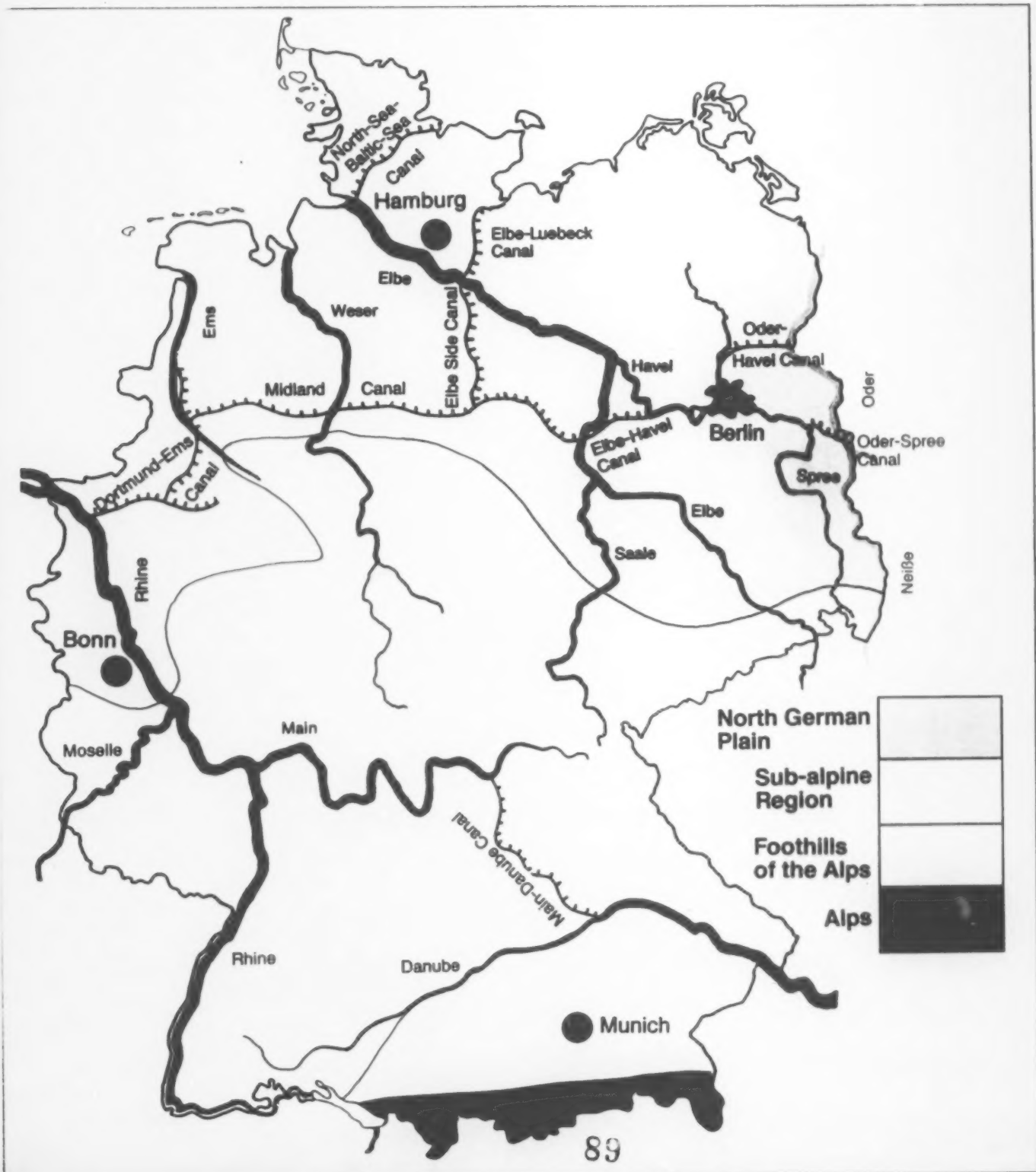
views reported in *World Press Review*, 37, No. 1, (January 1990), pp. 20-21.

The Location of Germany in Europe

Transparency 1

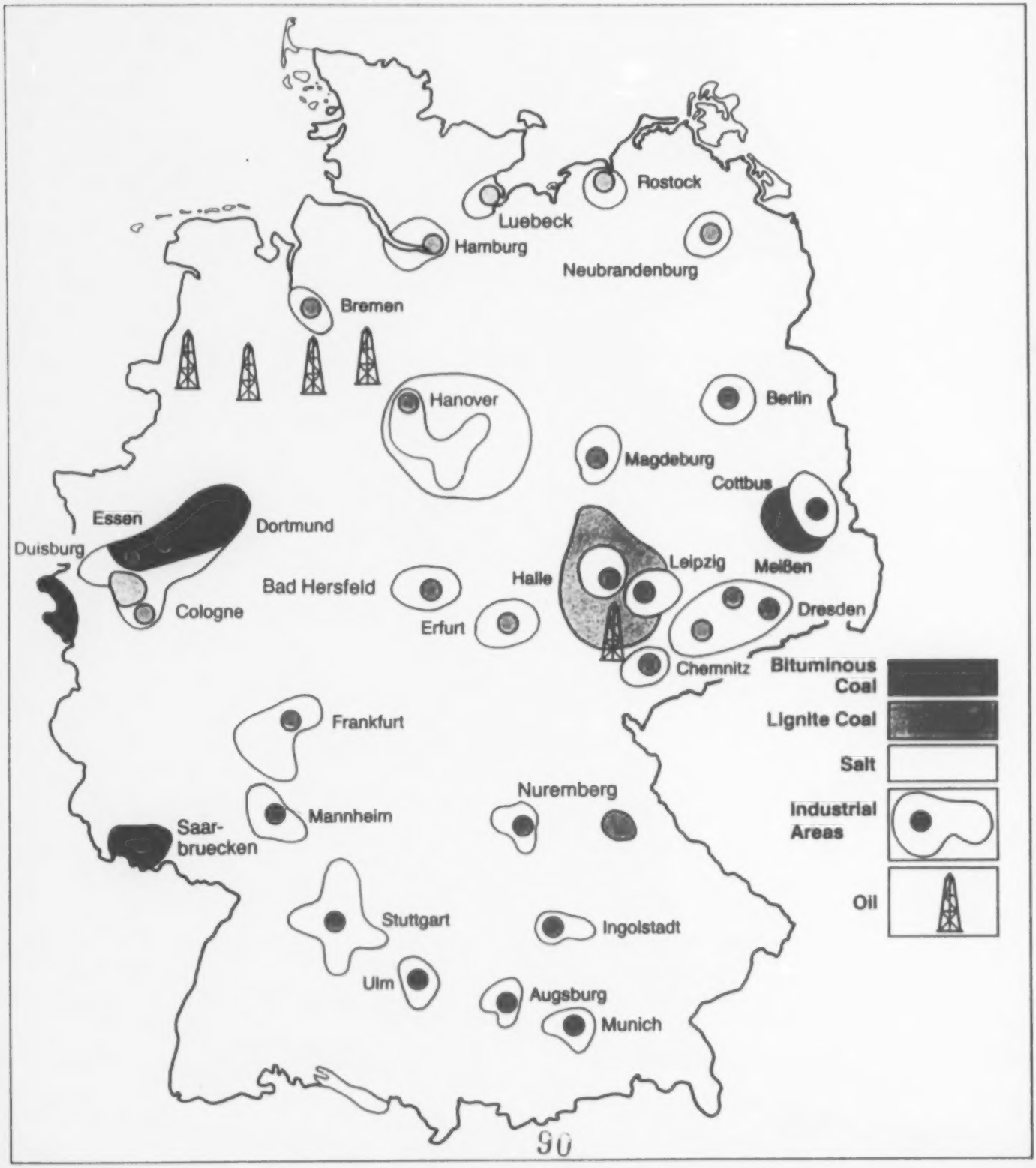
.andforms, Rivers and Canals

Transparency 2



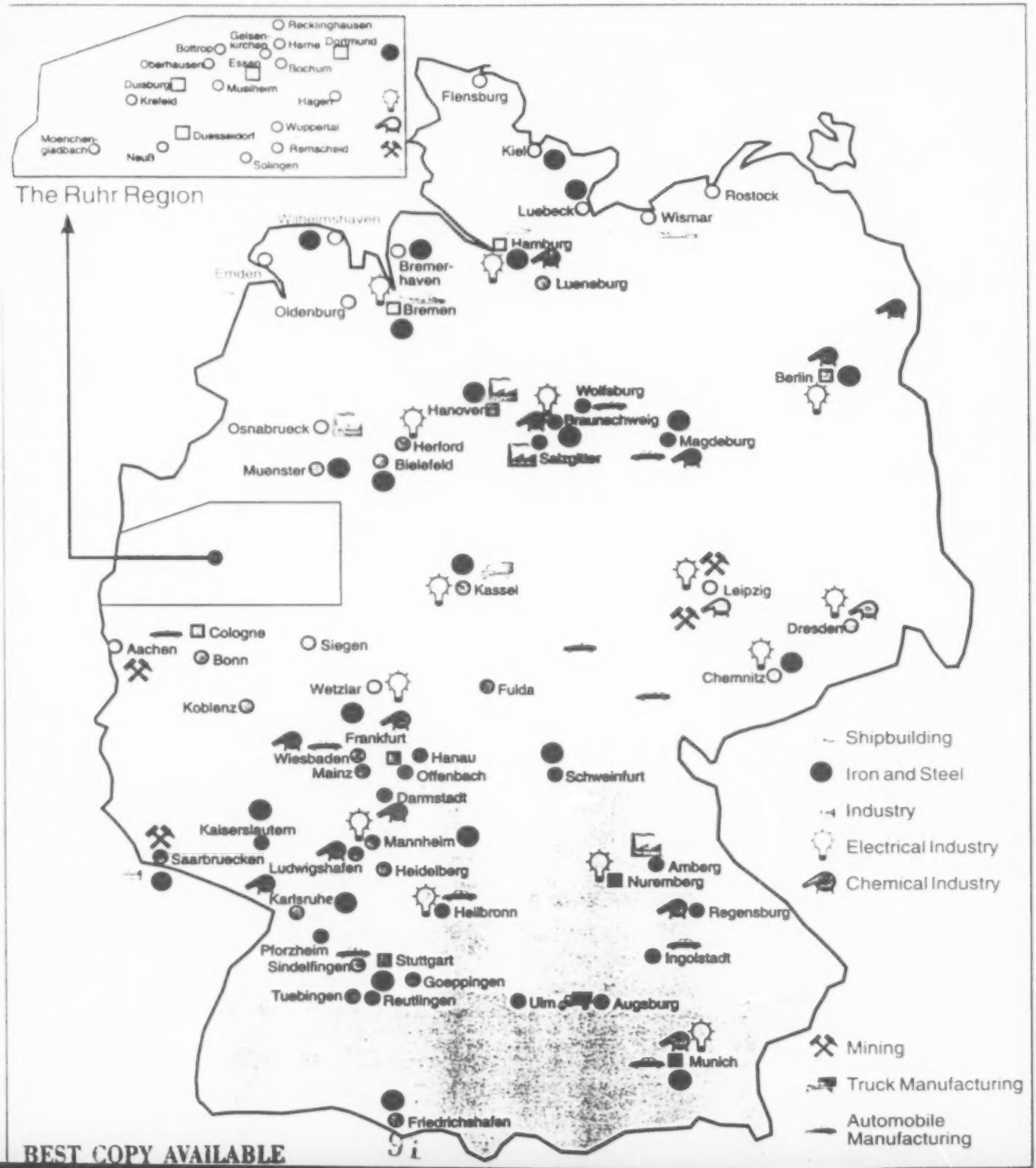
Important Industrial Areas and Location of Mineral Resources

Transparency 3



Transparency 4

Types of Industries



BEST COPY AVAILABLE

Federal Republic of Germany

Population approximately 79 Million

Area: 357,046 km²

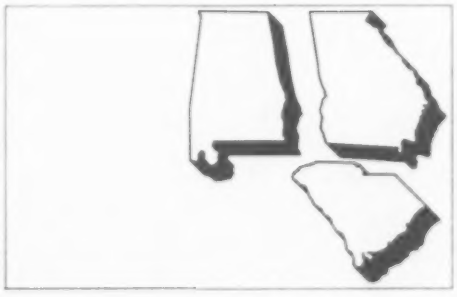
222 Inhabitants per km²

United States of America

Population approximately 255 Million

Area: 9,372,619 km²

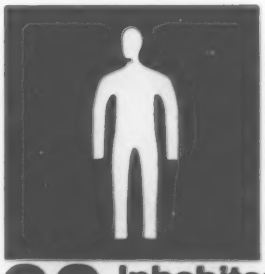
27 Inhabitants per km²



Alabama
Georgia
South Carolina

Population approximately 14,1 Million

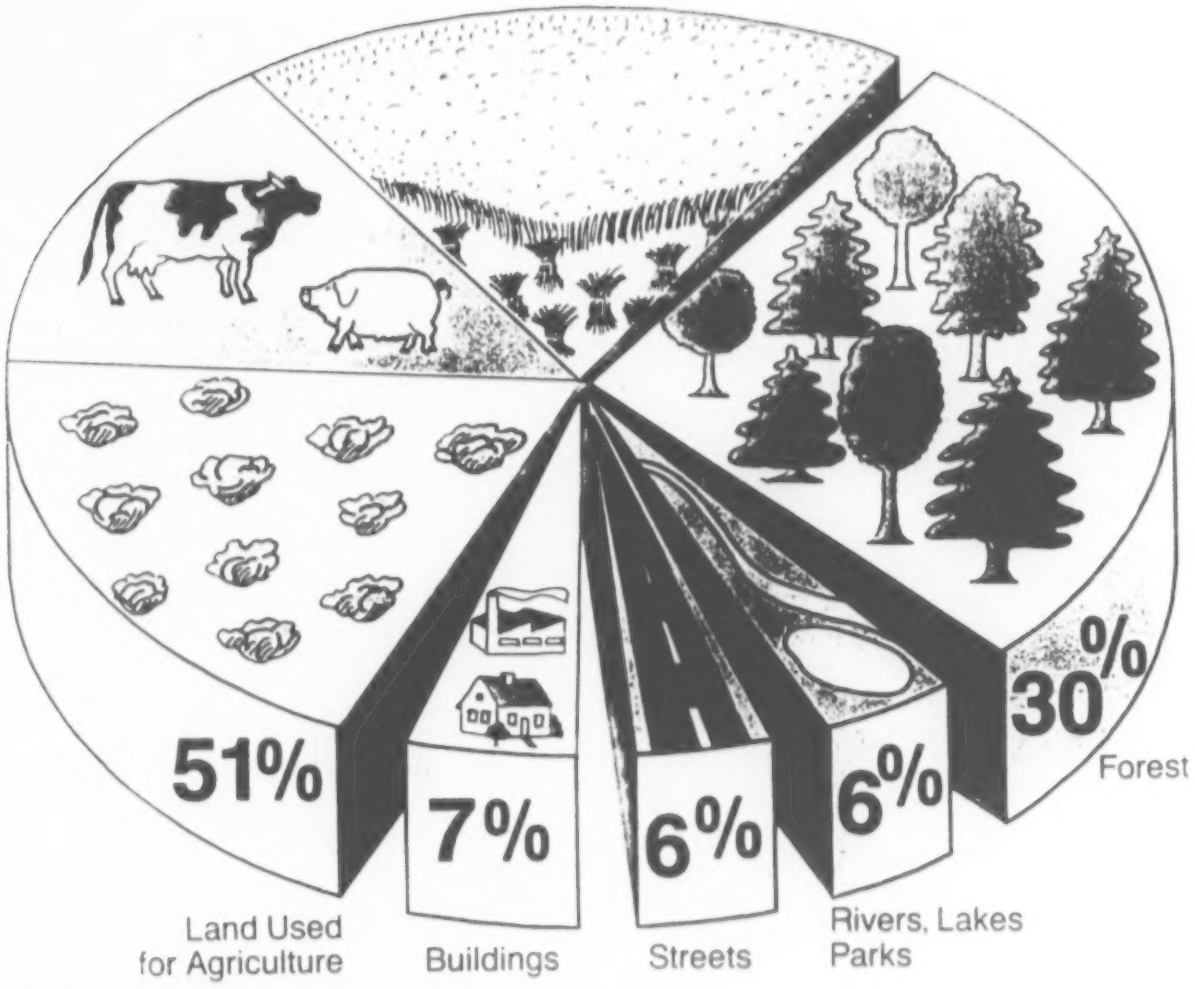
Total Area: 367,073 km²

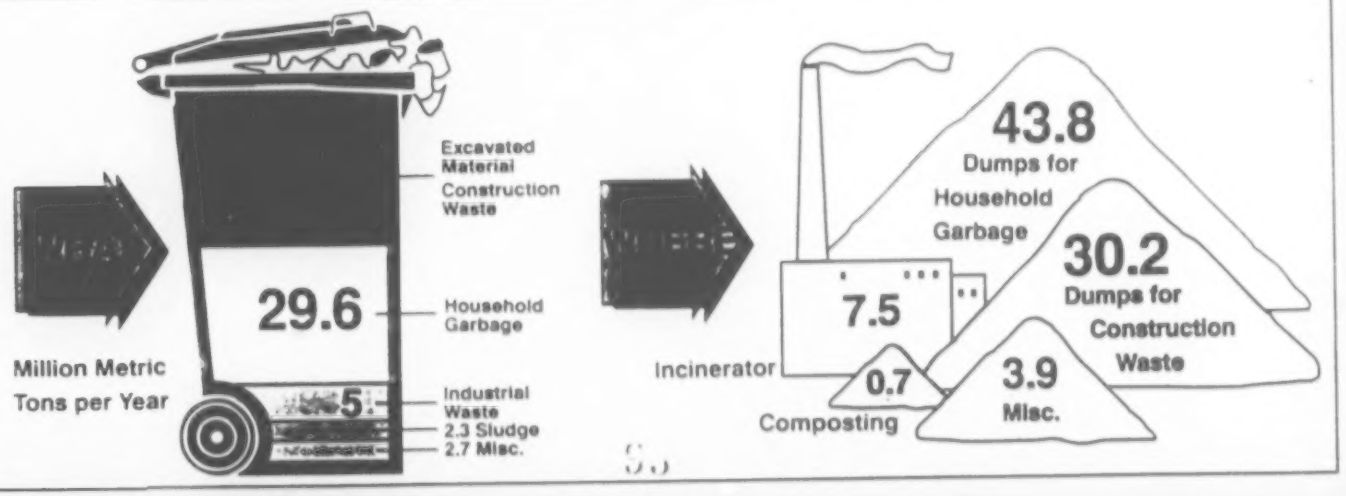


38 Inhabitants per km²

Land Use

Transparency 6





International Commerce

Transparency 7

Chief Exports:

Machines

Automobiles

Electrical/ electronic Products

Chemical Products

Iron/Steel

Metal Goods

Chief Imports:

Raw Materials

Oil

Foodstuffs

Most Important Trading Partners:

France

Netherlands

Italy

USA

Great Britain

Belgium/Luxembourg

Switzerland

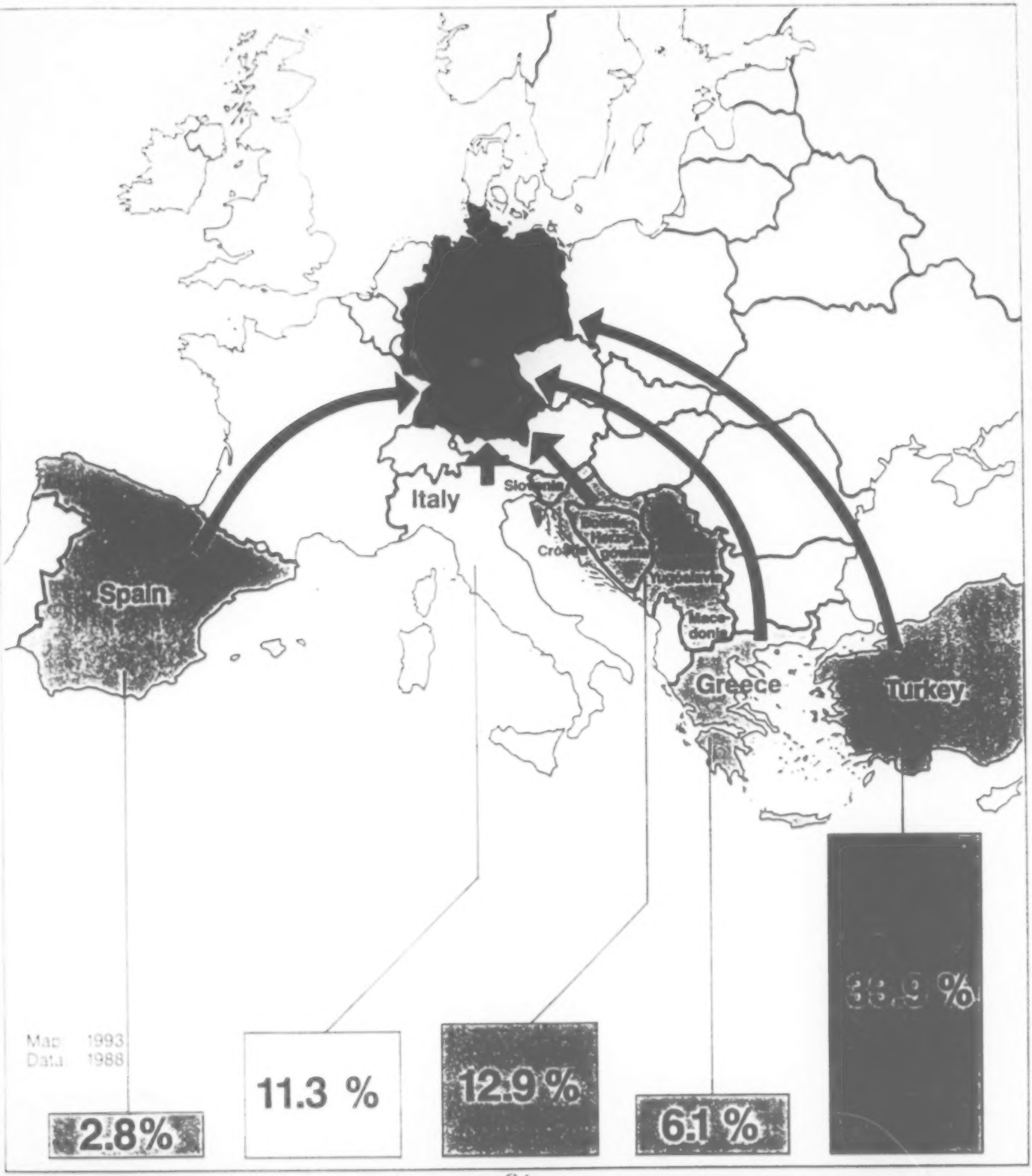
Austria

Sweden

Japan

Foreigners in Germany

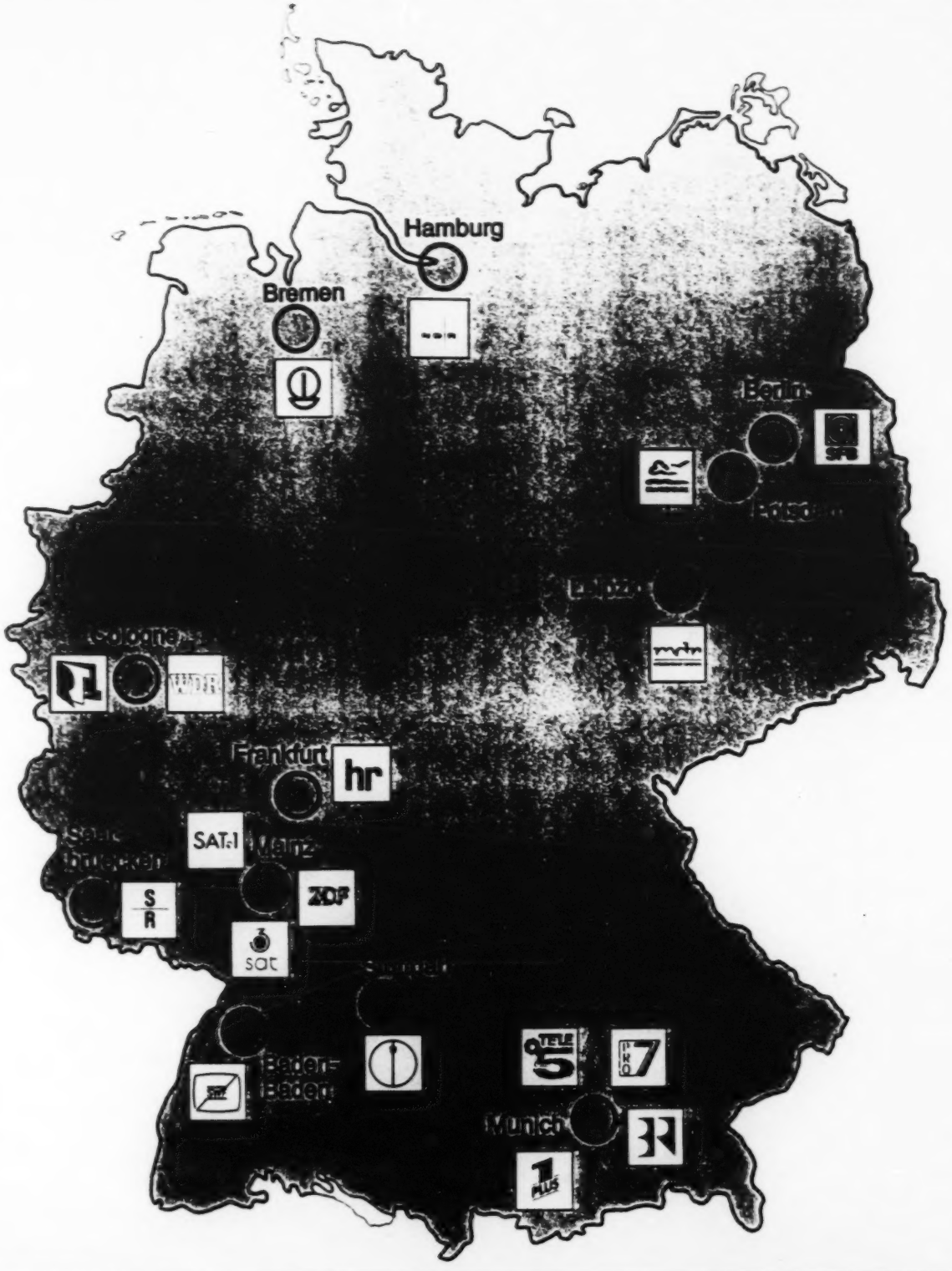
Transparency 8



Kiel
Schwerin
Berlin
Potsdam
Magdeburg
Dresden
Erfurt
Berlin until 3 October, 1990
East

The German Language

Transparency 10


Hamburg
Bremen
Berlin
Frankfurt
hr
SAT.1
Mainz
ZDF
S
R
sat
Baden-
Baden
TELE
5
Munich
PLUS

The Federal States of Germany

Transparency 12